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GUEST EDITORIALS

Implementing New York's Excelsior Scholarship

By **PRESIDENT GAIL O. MELLOW,**
LAGUARDIA COMMUNITY COLLEGE

After New York Governor Andrew Cuomo proposed the Excelsior Scholarship on our campus earlier this year, students, potential students, their family members and loved ones, began flooding our college's call centers. The most common question was an incredulous, "Is it really free?"

Answer: Yes, for New York State residents with an annual family income of less than \$100,000 for the 2017-18 academic year. Additional eligibility requirements apply, including that recipients must complete 30 credits per year, and agree to live in New York State for the same number of years they received the Excelsior Scholarship, upon graduation.

While opponents of the new tuition-free college program regularly fire off criticisms and dire predictions about its value and potential impact on New York families, the level of interest and excitement we've seen tells us that despite any adjustments that'll eventually be made, the enactment of the Excelsior Scholarship is worthy of celebration.

What cannot be disputed is that change is afoot in higher education. With new free college tuition programs being adopted in San Francisco, and efforts underway in Rhode Island and other parts of the country, understanding is taking hold that a high school degree alone isn't enough to succeed in today's workforce. And with globalization on the rise, companies need adults with college-level skills and training in order to be competitive.



Just as the first computers and cell phones introduced to consumers were redesigned and relaunched year after year until their portability and wide functionalities made them personal and professional necessities, the movement towards

free, universal college education will have many iterations and redesigns. Within a few decades or less, many of the specifics of the Excelsior Scholarship and other tuition-free college programs around the country will be refined and streamlined, until they become as commonplace as a smartphone.

And now that the Excelsior Scholarship has been signed into law, in another event that took place on our campus, additional details about the program are emerging and students are taking steps to keep informed. On the website of the State's Higher Education Service Corporation (HESC), they're signing-up for notifications about when and how to apply for it, and reviewing FAQs about when eligible students can start receiving the scholarship money, residency requirements, transferring between public colleges, and more. Information about the Excelsior Scholarship is available on the CUNY Financial Aid resource page and the LaGuardia Community College Scholarships webpage.

In a year or so, we'll be able to see the impact of the Excelsior Scholarship on our enrollment and graduation data, and that's something to really look forward to. #

The Power of Stories

By **PRESIDENT SCOTT EVENBECK,**
STELLA & CHARLES GUTTMAN
COMMUNITY COLLEGE

I remember the closing line of "The Naked City," a TV show from many years ago. It always ended with "There are eight million stories in the naked city; this has been one of them."

I don't think we get to hear, or share, the stories of CUNY's community college students often enough. These are the students who have graduated from New York's high schools. These are often the majority of students graduating from our senior colleges. These are the low income, first generation, diverse students whose educational attainment will be definitional for them and for their families and for our city and state.

We all focus on key indicators of student success—what percentage of students read at what grade level, what percentage of students graduate from high school, what percentage of students are retained in college, what percentage of students graduate from college. Those are key data, and it is imperative that we pay



attention and strive to enhance student success.

Yet, somehow, I think we are more apt to "get it" when we have contexts where students can share their stories and where we can hear them.

Each day, we read lots of stories about bad outcomes, about institutions and programs where things don't work, and often we use them as excuses to explain why we can't improve results.

At Stella and Charles Guttman Community College, like at CUNY's other community colleges, we hear great stories every day, and we use them to inspire and rededicate ourselves to our mission. Here are some of our latest results.

I ran into one of our graduates at an important gathering here in the city on the future of non-profits. After he left Guttman, he went to a CUNY senior college, and he is just about to finish his baccalaureate degree. He is going to work for the New York Times.

continued on page 9

How to Talk to Young People About Suicide

By **HAROLD KOPEWICZ, M.D.**

Five thousand adolescents between the ages of 15 and 24 will die by suicide this year. Every minute a teen makes an attempt serious enough to require medical attention. Millions more think about it seriously enough to make a plan. And it is contagious.



To begin with, teenagers are more at risk for suicide than children and adults because of qualities of the developing teenage brain and its susceptibility to mental health disorders. All told, 75% of lifetime psychiatric illness has its onset before the age of 24. A stunning 90% of the teenagers who commit suicide have a psychiatric disorder like depression.

The course of brain maturation in adolescence presents other risks that contribute to the prevalence of suicide. The prefrontal cortex, which helps us analyze risks and rewards and inhibit emotional responses, isn't fully "on line" until 25. When teens are in a tough spot — a breakup, a social slight — they often see it as hopeless, and take action impulsively. That includes being influenced by suicide content in the news and on TV, as research has shown.

The controversial Netflix hit *13 Reasons Why*, which focuses on the suicide of a high school girl, is exceptionally dangerous to the teenage population because it capitalizes on these teen traits without any effort to educate viewers or mitigate the risk of suicide contagion.

The show dramatically depicts all of the setbacks that one can experience in high school. The teen characters are particularly mean and insensitive to vulnerable individuals. The adults in the show seem clueless. The message, repeated again and again, is that there is no hope. Peers are antagonistic, and adults don't care, so why even ask for help?

continued on page 31

IN THIS ISSUE

Editorials	2, 11
Spotlight on Schools	4, 18, 28
Colleges & Grad Schools	5, 7, 9, 22, 24
Special Education	8, 23, 29, 32
Medical Update	12
Law & Ethics	13
Museums as Educators	14
COVER STORIES	16-17
Music, Art & Dance	19
Books	20-21
Young Journalists	20
STEM	25
Sports	26
Letters	27

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President Joseph Polisi, The Juilliard School

By JOAN BAUM, PhD

Nothing so captures the humanitarian spirit and goals of Dr. Joseph W. Polisi, the president of The Juilliard School, as a remark of Winston Churchill that President Polisi likes to quote. When approached not too long ago by a reporter wanting to know why Churchill had continued to support the arts instead of diverting resources to the war effort, Polisi replied: "What are we fighting for, if not for the arts." That perspective has informed President Polisi's 33 years at the helm of Juilliard, and it is reflected in a comment he recently made to *Education Update*, when asked about his most significant accomplishments at this prestigious institution. Next year, he will leave the presidency, noting that it is time to pass the torch and move ahead. "I hope I have changed the environment at Juilliard," he said, "by infusing into it even more innovative programs that enhance the school's commitment to empathy, creativity and the multidisciplinary interaction of all the arts."

His vision for the arts extends beyond concern for his own institution, however. He notes that if the proposed Trump administration budget eliminating the NEA (among other institutions and funding cuts) were to be enacted, the result would severely damage the "delicate ecosystem of the arts in America." Juilliard would not be directly affected, he adds, but overall, the symbolism of such a "tragic mistake" would be significant. Not only would such a misguided move eliminate jobs, it would threaten the progress of international cultural relations, so much of which proceeds by way of exchange programs in the arts.

Positions for Juilliard graduates upon graduation may not be as plentiful as those for high-achievers in STEM, but under President Polisi's watch, curricula have greatly expanded studies in drama, dance and music, the school's signature prestigious programs. And it's not all performing arts. Increasingly, President Polisi has expanded course offerings with arts administration and teaching in mind. Also under his leadership, collaborations and partnerships have been extended and enhanced, with institutions such as Carnegie Hall, Lincoln Center and major universities. And, starting in September 2019, Juilliard will have a campus in Tianjin, China, offering a U.S.-accredited Master's degree and pre-college programs. He's delighted with this major move overseas, the first such of its kind outside New York City. With Alexander Brose, VP for Development at the Aspen Music Festival and School, as Executive Director and CEO, and with acclaimed violinist Wei He as Artistic Director and Dean, Dr. Polisi feels confident that the Tianjin-Juilliard School will be extremely successful. Courses are being designed for children and adults, and there will be major exhibition spaces. A complicated negotiation, with international and national considerations on both sides, it was worth the effort, he says.



On native ground, excitement continues with other groundbreaking achievements for Juilliard, among which Dr. Polisi cites the establishment of a major Jazz program, which has already had a "transformative" impact on the school. Working closely with Juilliard alumnus Wynton Marsalis, President Polisi created an impressive, competitive degree program open not just to jazz majors. He's particularly pleased, he says, that the program has attracted classically trained students who want to broaden and deepen their musical studies. In bringing jazz to the forefront, President Polisi points out that the school is now repositioning the importance of improvisation, a "lost art to many classical musicians." Though certainly not for Bach and Mozart, improvisation in effect disappeared with the growth and expansion of "mammoth" orchestras in the late 18th and the 19th century (think Brahms and Mahler). With such growth, compositions had to be "written down" and one result was the disappearance of improvisation, an important, extemporaneous way of making music.

For Joseph W. Polisi, being president of Juilliard is one important chapter in a lifetime spent in music and academia. A professional musician and educator, he has a B.A. in Political Science, an M.A. from the Fletcher School of Law and Diplomacy and a D.M.A. (Doctor of Musical Arts) from Yale. He is also the son of William Polisi, who was a bassoonist at the New York Philharmonic. He wound up studying under his father, but credits first his 7th grade teacher, Mr. Wolff at P.S. 189 in Flushing, for recognizing the Polisi name and encouraging young Joseph to take lessons at home on the bassoon (at the time he was playing cello). Needless to say, President Polisi is a strong advocate of music for children – getting them early on to play an instrument or learn how to listen. Offerings at Juilliard reflect this abiding interest in inculcating in young people a deep appreciation of all the arts.

Since 1990, Juilliard has offered enrichment
continued on page 31

Phyllis Kossoff Honored with President's Medal of Excellence at Teachers College



By LYDIA LIEBMAN

At this year's Academic Festival, held at Columbia Teachers College, Phyllis L. Kossoff was presented with the prestigious President's Medal of Excellence. "Our students could hardly have a better role model," said Teachers College President Susan H. Fuhrman during her introduction. A Teachers College graduate, Kossoff has been an integral part of the TC community for years. She is a teacher, business owner, advocate, philanthropist and founder of the Cystic Fibrosis Foundation. Kossoff became passionate about Cystic Fibrosis when her daughter, Stephanie, was diagnosed. Through the foundation, she has assisted in the creation of diagnostic and treatment centers, won state aid for inpatient and outpatient care and raised public awareness. Her work has helped to raise the average lifespan of those with CF from 5 to 40 years of age.

In addition to work in the health sector, Kossoff co-founded, along with her late husband, the Phyllis and Burton Kossoff Scholarship Fund which supports students in the Department of Human Development at TC. She has also established The Phyllis L. Kossoff Lecture on Education and Policy series, which has hosted a number of famous figures in public policy such as Barney Frank, Arne Duncan, Merryl Tisch, and others.

In her gracious acceptance speech, Kossoff told of her beginnings working as a teacher in the New York City public school system upon receiving her degree from Teachers College. She explained that while her work in education was rewarding, the birth of her daughter and subsequent diagnosis of Cystic Fibrosis changed her course. She described her many Cystic Fibrosis-related initiatives including forming the National Cystic Fibrosis Research Foundation with other families affected by CF

and how she worked with her sorority, Delta Phi Epsilon, to adopt Cystic Fibrosis as its national philanthropy.

Kossoff described the four-year grassroots effort she spearheaded in 1961, which resulted in the inclusion of CF for New York State Aid. "Our campaign slogan, which on the outset had been 'Time is Running Out', began to change to 'Where There's Help, There's Hope'" she said proudly. Kossoff, along with her husband and a group of devoted volunteers, also managed to implement a rigorous program of CF education, research and care. In the early 1960's and 1970's, volunteer units proliferated throughout the country. She then went on to describe the harrowing loss of her daughter; in her freshman year of Barnard, Stephanie Kossoff lost her battle with CF.

"Devastated by this loss I cut back my work. But after a few years, motivated by what I perceived as my unfulfilled mission and driven by the relentless imperative to validate my daughter's legacy, I once again assumed position of leadership as president of the newly constituted CF Association of Greater New York," she said. In 1987, they instituted the very first Cystic Fibrosis Career Awards Scholarship Program for Young Adults. "The program was met with great enthusiasm," she said. In 2004, with the life expectancy significantly raised, Kossoff retired. She then went on to describe her various lecture programs and other endeavors.

"Here at Teachers College Columbia, I am overwhelmingly privileged to be recognized and I am honored to stand here before you because I know many of you have achieved mightily in your own field of endeavor... translating hope into that monumental effort. If I may be counted too amongst you, I am proud," Kossoff said in conclusion. #

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New York Signs Historic, First-in-the-Nation Bill Offering Tuition-Free Public College



By LUCAS MAUTNER

New York has become the first state in the nation's history to provide tuition-free public education at the tertiary level. All families who make below \$125,000 per year are qualified for the Excelsior Scholarship, which aims to offset the crushing levels of debt that current students are forced to take on in order to attend university. Almost 1,000,000 families with college-aged children will qualify for free tuition at SUNY and CUNY schools. The Excelsior Scholarship places an additional \$8 million for other educational resources, including e-books, for students at SUNY and CUNY schools. Governor Andrew M. Cuomo signed the legislation at LaGuardia Community College. Hillary Clinton, Bernie Sanders, and the Presidents of several CUNY colleges joined him. Governor Cuomo said, "By providing

tuition-free college to thousands of middle class New Yorkers, we are restoring the promise of the American Dream for the next generation and forging a bold path forward of access and opportunity for the rest of the nation to follow."

The program will be phased in over three years. At first, New Yorkers who make up to \$100,000 will be eligible for Fall 2017 enrollment. In 2018, that number increases to \$110,000, and in 2019 it will reach \$125,000. Students must be fulltime, which means an average of 30 credits per year, which includes Summer and January semesters. All students under the Excelsior Scholarship are required to maintain an acceptable GPA. After graduation, they must remain in New York State for the number of years that they studied under the scholarship—ensuring that New York reaps

continued on page 31

Columbia University Teachers College Hosts Future China Education Forum

By LUCAS MAUTNER

Recently, Columbia University Teachers College hosted the 2017 Future China Education Forum in conjunction with Future China Initiative, Columbia University. The Future China Education Forum "aims to provide a platform that allows critical thinkers and problem solvers from China and the United States to discuss education-related issues both common and unique to China and generate solutions for them," according to the organization's Facebook page. This year, the theme was "Education Without Borders," which put a spotlight on the importance of interdisciplinary collaboration across a range of institutions, countries, and communities. The leader of the education department of the China Institute is Shen-zhan Liao.

The first panel, "Actors in Sino-American Exchanges," looked at the important people and institutions that contribute to the continued success of American and Chinese education partnerships. The second panel, "International Education and Global Citizenship," explored

the roles and responsibility that education has within the global community, especially as they relate to today's highly connected world. The third panel, "Opportunities and Challenges in Education Equity," touched on the inequality that exists in the industry and several different approaches for fixing those issues. The final panel, "The Future of Education Innovation," looked to the future and explored the technology that will change the way educators approach education.

According to a report released by the nonprofit Institute of International Education, there were 135,629 Chinese nationals enrolled in US universities as undergraduates during the last school year. Additionally, there were 123,250 Chinese students at the graduate level. This number is sure to rise over the years, as increasing amounts of students from China head overseas to complete



Shen-zhan
Liao, China
Institute

BARNARD SCREENS ABORTION RIGHTS FILM

By JACOB SONENSHINE

Abortion rights in Missouri is actually not a hot issue. The state not only leans conservative on the issue, but a new documentary on HBO, soon to be released, revealed that many women in the state are shamed by their families into not getting an abortion, or shamed because they did already get an abortion. The movie is called *Abortion Stories Women Tell*.

Barnard College, the prestigious all women's division of Columbia University did not miss a beat on getting the director of the movie, Tracy Droz Tragos, and other accomplished women, on a panel at the college to speak, after showing a screening of the documentary.

Although the documentary focused on showing the stories of several Missouri women, and not on politics, it opened with a scene in a Missouri town hall, where a congresswoman was speaking to hundreds of local constituents about abortion. There was an overwhelming agreement between the constituents and the congresswoman that aborting a baby is immoral, and that a mere embryo is alive and should not be aborted.

Even the suggestion that a woman might abort her pregnancy may be lethal to her relationship with her family. "You have people making it seem like you're the worst person in the world," Jennifer, who had had an abortion prior to the making of the documentary, said. Indeed, the mother of another woman interviewed in the movie remarked that, "I was raised that if you get an abortion, you will not go to heaven." Another similar comment to those: "I didn't think God would love me anymore," Sharon, a Missouri native, said of the consequences to her abortion.

Despite this grave stigma, there is some hope for women in Missouri. A clinic roughly 15 miles from Saint Louis, offers abortion services for women in the state. Not only does the clinic perform abortions, but it offers counseling on how to deal with the emotional cost a woman may incur after having an abortion. Some of the women who work at the clinic have had abortions, themselves. Tamara, an employee of the clinic, who said she had been raped at age seventeen, and subsequently had an abortion, explained the hardships she had dealt with. "I haven't heard from my folks in about five or six years," Tamara said. Yet another woman who attended the clinic for an abortion has had the

their educations. Many American universities have relationships with Chinese universities, and both countries host exchange students. It is more important now than ever to cement the relationship between education institutions in the USA and China.

The Future China Initiative at Columbia University was founded in 1913, and is comprised of students enrolled at the university. In 2011, the group expanded its mission to include the goal of helping its members achieve academic excellence as well as to enrich and improve the school community. #

same issue, saying that there is "such a stigma to it {an abortion}."

One of the main interviewees of the film, Aimee, a thirty-five year old single mother of two, who said she had been working seventy to ninety hours a week, expressed her anxiety over her mother's reaction to her wish for an abortion. "I know my mom would be really upset if she knew I was doing this," she said to the camera.

It is not just strained family relationships that these women fear. The pro life sentiment in the state is so strong that pro life hecklers regularly stand outside of the clinic heckling any person that walks into and out of the building. The camera frequently showed clinic employees and women in need of abortions rolling their eyes while getting into and out of their cars as they are heckled by the nay sayers. "If we don't repent, God is going to destroy America," one of the hecklers shouted on a loud speaker towards a woman getting into her car.

Aimee, one of the more emotional women the filmmakers interviewed, was so bothered by the hecklers, she cried as she walked into her car after a visit to the clinic.

One man, heckling women outside the clinic shouted over his mega phone that women who get abortions "have blood on your hands." He even followed a clinic employee directly to her car to tell her that "we will pray for you."

Most of the women who were interviewed in the film about their abortions were initially pro life, thus the internal conflict over getting an abortion. The Director of the movie, Tracy Droz Tragos, made it clear, on the discussion panel, what her intentions were by showing those women. She said that she wanted to get stories of women who had opposing perspectives to pro choice women, and added that "there's a real value in normalizing it {abortion}." She noted that she didn't want the film to be "put in a box," meaning that she did not want the film to be seen as an advocacy film, but rather one that reveals the personal discomfort some American women feel by getting an abortion.

The panel discussion, run by the Board of Barnard Women in Entertainment (BWE), also included remarks from two other women, one of whom, Lizz Winstead, was the co-creator of *The Daily Show* and a career comedian and activist. Winstead reminded the audience, comprised of mostly women, of the power of comedy. "I watched how humor could cut through when you can expose horrible people," she said, before noting the importance of storytelling.

Why did Tragos decide to market the film in such a progressive state as New York? "I do think it's important for places outside of Missouri to know what is happening there." Panelist Brittany Allston gave strength to that comment, saying that "we still have a long way to go in our state {New York}."

Regarding the pro-life people of Missouri, Allston remarked "we are living in the same country as them, but we are living in different worlds." #



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Greg Williams



Joe Apicella



Hoda Kotb



Neil Judge

By LUCAS MAUTNER

Mercy College recently honored Gregory Howard Williams, Joe Apicella, Neil Judge, and Hoda Kotb. Williams, Apicella, and Kotb received honors for their contributions, while Judge received a Lifetime Achievement Award. The annual Trustee Dinner was held at The Lighthouse at Chelsea Piers.

Gregory Howard Williams is the former Dean and Carter C. Kissell Professor of Law at The Ohio State University Moritz College of Law. He holds eleven degrees, including a JD, PhD, MBA and five honorary doctorates, as well as the Distinguished Alumni Professional Achievement Award from his alma mater, George Washington University. He has served as a Visiting Scholar at Cambridge University, Professor of Law at Durham University, Associate Vice President for International Programs and Professor of Law at University of Iowa. He is the author of *Life on the Color Line: The True Story of a White Boy Who Discovered He Was Black*. Williams has appeared on Dateline, Nightline, Oprah, Larry King, the Tony Brown Show, and on NPR with Michel Martin's Tell Me More and the Diane Rehm show.

Joe Apicella is an accomplished Senior Real Estate Executive responsible for the acquisition, approvals, financing and construction of more than 2 billion dollars' worth of development in the tri-state area. He joined MacQuisten in 2015 as the Managing Director of Development. Joe holds extensive expertise in managing all aspects of commercial real estate development including site compliance, legal documentation, governmental approvals/grant awards, regulatory compliance, lease negotiations and asset management. He has an established network extending to all levels of county, state and federal government. In 1998 he was awarded the Distinguished Service Award by Yonkers Business Improvement District, in 2007 the Distinguished Citizenship Award by Yonkers YWCA and in 2009 New Rochelle Businessman of the Year.

Hoda Kotb is the co-host of the fourth hour of NBC News' TODAY alongside Kathie Lee

Gifford. Since joining NBC in 1998, Kotb has served as a correspondent for "Dateline NBC." She has covered a wide variety of domestic and international stories across all NBC News platforms as well as numerous human-interest stories and features. She covered the aftermath and one-year anniversary of Hurricane Katrina, a story personal to Kotb who lived in New Orleans for six years. Additionally, she has reported on the war in Iraq, the conflict in the West Bank and Gaza, and the War on Terror in Afghanistan. Kotb was a part of the network's extensive coverage of the 2012 Summer Olympics in London and the 2016 Summer Olympics in Rio. Kotb graduated from Virginia Tech University with a Bachelor of Arts in broadcast journalism. She resides in New York City.

Neil Judge is the former Athletics Director, Head Coach, and Instructor at Mercy College. He became Mercy's first Athletics Director in 1971, a position that he held until his retirement in 2005. Judge coached every team at some point, including three stints as head coach of the softball team and director of Mercy's summer sports camps. He was instrumental in securing membership in the Eastern College Athletic Conference in 1973 and the National College Athletic Association (NCAA) in 1975. He also guided Mercy toward becoming a charter member of the New York Collegiate Athletic Conference (now known as the East Coast Conference) in 1989. Throughout his tenure as Mercy's athletic director, Judge maintained focus on one primary goal: doing what was best for his student athletes and preparing them for any career, not just athletics. That dedication earned him the coveted Sister Gratia Maher Award for outstanding teaching. Judge graduated from Tarkio College in Missouri in 1968 with a BA in history. Always very athletic, he minored in physical education and played many different sports. He briefly held jobs at Chubb & Co. and the New York City Department of Social Services, and served six years in the New York National Guard. In 1977, he received a master's degree from Herbert Lehman College. #

BEACON COLLEGE COMMENCEMENT 2017 SPEAKER: SENATOR TOM HARKIN

By DR. POLA ROSEN

Senator Tom Harkin was the original author of the Disabilities Act and was a keynote speaker at the recent Beacon College Graduation. His speech was filled with comments and wit that underscored the milestones of graduation. There were 63 graduates at Beacon and Harkin said "if you really want your dreams to come true, don't sleep until noon. Keep challenging yourself." Harkin continued, "you have to believe there is absolutely nothing that you cannot accomplish through hard work and determination, plus the courage to step outside your comfort zone... today you've got the robes and the funny hats to prove it! Yes you have challenges – you may have ADD, ADHD, Autism,



Senator Tom Harkin

Auditory Processing Disorder, Dyslexia, or any other of many other challenges but remember this: your challenges only limit you if you let them."

He continued, "This July 26th marks the 27th anniversary of the signing of the American's With Disabilities Act. I was privileged to be the chief sponsor of that legislation. What we did was to break down the barriers so that people with disabilities could achieve these goals: full participation, equal opportunity, inde-

pendent living and economic self sufficiency." Senator Tom Harkin's talk was inspiring to everyone. The Harkin Foundation is based in Iowa. Harkin is surely a politician to be admired. #

The Power of Stories

continued from page 2

A student just about to graduate from Guttman mentioned that she has received a full-ride scholarship to Mt. Holyoke, and another is weighing offers from American University and Boston University.

One of our grads talks about how much he looks forward to his senior college where he will pursue both engineering and music. This is a student who built a drone that was used for some of the first photos of on the impact of agriculture on the jungle in Ecuador where the drone was used to take pictures of the canopy in the jungle.

Guttman is a young college. Since our first commencement in 2014, we have invited students to share biographical statements in the program book. So many of our students take the time to thank those who have helped them, and in so doing they tell their stories. Here are some representative statements by our soon-to-be graduates.

"I have been in this country for seven years and because of my dedication, I am now graduating from Guttman with a degree in Business Administration. This means that if I did it, anyone can, as long as there are no excuses.

"I would like to thank my grandmother for being 'there' for me and inspiring me to do my best. While she only has an elementary school education, she worked hard to give me the

opportunity to be a college student."

"I will major in political science at City College, and I hope to become a lawyer. My college experience was more than I expected, through SGA, Peer Mentoring, and other activities. Time flew by, and I am graduating with the help of everyone at Guttman and, of course, my family. As the first in my family to graduate college, my goals got bigger for the future and, hopefully, there are many successes to come."

Attending Guttman was a great decision. It gave me a chance to prove to myself that I could be a successful student. I thank my parents for being more amazing than words can say, my sister for being my best friend, and all the people I've met. I'm not the person I want to be yet, but I'm close and I thank everyone who has helped me along the way."

"I was born in Guyana and raised in Queens. I will go to York College to major in social work. There were times when I thought I couldn't accomplish my goals, but all I needed to do was believe in myself and be confident that I can achieve anything I put my mind to. I want to thank my friends and family for always supporting me through this experience and believing in me as well."

I believe that if we take the time to let our students tell their own stories, we will be able to "move the dial" to find more support for community college education. Let's all get out the stories of our students. Our students are our hope; they are the future of New York City. #

Read articles about Beacon College's Collaboration with the United Arab Emirates, IU Bloomington's New Partnership with FLAME University & The 2017 Child Mind Institute Awards online at:

www.EDUCATIONUPDATE.COM



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WOMEN'S EQUALITY MATTERS

By REBECCA A. SEAWRIGHT

In the last Education Update, I wrote about the importance of commemorating this monumental period that we are in - hundred years since the Women's Suffrage movement - and the fight for reproductive health rights in the movement for gender equality. At this uncertain time in our country for women's rights, immigration policy, education and health care system, we must be reminded that we live in a state that has been a national leader in paving the way in shaping federal policy. Our future destiny is contingent upon the actions we take to shape the outcomes.

Much of my work in the Assembly has been to introduce and support legislation to ensure gender equality in our great State of New York. On Thursday, March 30, 2017 I obtained passage of the legislation that would expand access to breast cancer screenings without cost-sharing, to include breast tomosynthesis screenings or 3-D mammography. Breast cancer is one of the most common cancers in New York State. Each year in New York, over 15,000 women are diagnosed with breast cancer. Breast tomosynthesis or 3-D mammography uses x-rays to collect multiple images of the breast from several angles and creates a 3D image of the breast. Studies have shown that it is more effective in detecting cancer in dense breast tissue, which is one of the strongest predictors of risk for



breast cancer. The bill passed with zero votes in opposition.

On Women's International Day, I obtained passage of the Equal Rights Amendment (ERA) Resolution calling on the 115th Congress to ratify the ERA into the Constitution. The ERA was passed by Congress in 1972 and states were given ten years to ratify the amendment. However, according to Article V of the Constitution, a deadline is not required. As of

GUEST EDITORIALS

Professional Development

By ERIC NADELSTERN

A former boss used to ask, "Is it easier to change the teacher or to change the teacher?" At times of teacher shortage, professional development (PD) is the best option. However, at times like these in New York City when there are multiple applicants for every position, it might well be more efficient to simply replace the teacher.

PD has gotten a bad rap. Principals reading off a numbered agenda at the front of half asleep staff members at the end of the school day; or a series of disconnected, incongruent and often conflicting heads; or assuming everyone can benefit from the same PD topic no matter where they are in their own developmental continuum doesn't add up to much change in teacher performance.

I've spent 45 years in and around classroom teaching and if there's one thing that I've learned it's that teacher, much like our students, learn best from each other. This requires time built into the regular teaching schedule for teachers to collaborate in any number of ways. Here are just a few

- Visiting classrooms and sharing observations. I firmly believe that teachers learn more observing others teaching than we do being observed ourselves.
- Working on joint curricula,
- Team teaching,
- Aligning courses,
- Grade teams,
- Subject area or interdisciplinary teams,
- Committee service,



- Shared school governance, and any other strategy in which teachers discuss their work or students together.

It turns out that teachers, like everyone else, are best motivated to change when they have agency over their professional growth and lives. My wife used to instruct our daughter that we can only change ourselves. It turns out that she was right. I would add that you can also create the conditions in which teachers own their efforts with students as a way of encouraging professional growth and development

Adam Urbanski, a nationally renowned teacher union leader once said that "Change is inevitable. Only growth is optional." We know the school conditions under which teachers will grow. It's high time we set about to create such conditions in every school. #

Eric Nadelstern is the Director of the Summer Principals Academy and Professor of Practice in Educational Leadership at Teachers College.

1982, 35 states had ratified the amendment—just three states short of the number needed to put the ERA into the Constitution. In March 2017, Nevada became the 36th state to ratify the ERA, which leaves only two states to go. I made a promise to my daughter, and my friends and neighbors in the 76th district that I would fight tirelessly for women's equality, and that means fighting against all forms of discrimination against women on the basis of sex.

Despite our state's progressive reputation, no woman has ever served in New York State as governor, attorney general, or comptroller. In the state legislature, women have made strides, but not nearly as fast as their male counterparts. In the State Senate, the number of women increased from 11 in 2015 to 14 in 2017 with a total of 63 members of the Senate. In the State Assembly, there were 40 women in 2015, and currently there are 44 out of 150 members. It is time to identify gender inequality in government, and pursue the necessary adjustments to better reflect gender realities in our society. I was proud to introduce and obtain passage of legislation that would identify how many policy-making positions are held by women in New York State Government. The bill compels the Secretary of State to compile a list of positions

subjected to the Public Officers Law Section 73-a and a representation of policy-making positions held by women compared to policy-making positions held by men. The compilation will track the length of time an individual sits in his or her position and compare the amount of positions held by men and women on the Department of State's website. This will allow us to continue to push for gender equality in government by exposing where more work needs to be done to enable women to achieve policy and leadership positions as well as equal pay with men for equal work. I am hopeful that, by tracking this information and making it publicly available, our state will clear the path of inequities and enable all women to achieve their fullest potential.

As our fight continues in Albany, we must look for ways to encourage girls and young women to realize their potential. In partnership with the Assembly Women's Legislative Caucus, National Federation of Women Legislators and Google's Made with Code, an initiative aimed at increasing the number of women in the field of technology, I am sponsoring a free public viewing of the movie "Hidden Figures" and a Coding Party for young women ages 13-18 at a public high school in my district. #



Preeclampsia- A Disorder of Pregnancy



Line Malha, M.D.

By **LINE MALHA, M.D.**
& **HERMAN ROSEN, M.D.**

Downton Abbey aficionados may remember vividly when, in the midst of season 3, Lady Sybil developed toxemia of pregnancy. However to many women, the words toxemia or preeclampsia are unknown. Often, a healthy pregnant woman would be blindsided in developing an elevated blood pressure in the third trimester of pregnancy. She will hear the words hypertension, preeclampsia, preterm delivery, seizure or stroke with fear while being in the hospital, scared for herself and for her child.

Preeclampsia (formerly known as toxemia) is a disease of pregnancy, which affects the kidneys resulting in protein in the urine among many other organ dysfunctions, and causes hypertension. Preeclampsia happens in around 5-8% of all pregnancies. It occurs more frequently near term but it can sometimes happen earlier, before 34 weeks of gestation (early or preterm preeclampsia).

Preeclampsia happens because the placenta does not implant well and releases anti-angiogenic factors, which are substances that further impair blood vessel formation, thereby leading to an impaired blood flow from the uterus to the placenta and injury to the maternal vasculature. In this setting, the placenta will not provide enough perfusion for the fetus that results in fetal growth restriction, placental abruption (detachment of the placenta causing severe bleeding), preterm birth or even fetal death. Maternal complications manifest early on as an increasing or clinically elevated blood pressure (of 140/90mmHg or above) in addition to either: liver injury with abdominal pain, kidney injury with protein in the urine, swelling, shortness of breath from fluid around the lungs, headaches, vision changes and low blood platelets. The development of seizures can occur in preeclampsia and is referred to as eclampsia. Women with preeclampsia are at a higher risk for heart failure and mortality especially from stroke during pregnancy or after delivery, and carry increased lifelong cardiovascular risk.

There is no treatment for preeclampsia other than delivery. Antihypertensives are often used



Herman Rosen, M.D.

to control blood pressure and mitigate risks of a very elevated blood pressure. Magnesium can be given to reduce the risk of seizures. Rest is often advised to promote more blood flow to the placenta. These temporizing measures are coupled with a very close monitoring of maternal organs and fetal status for features that would warrant delivery. Despite advances in understanding some mechanisms of preeclampsia, we are still faced with the same difficult choice as Downton Abbey's physicians in the 1920's: to deliver or not? This period of time is very unnerving to mothers and highly variable since fetal and maternal status can sometimes change abruptly. Even after delivery, blood pressure often rises further 3 to 5 days following the end of pregnancy. This "postpartum" hypertension may be triggered by nonsteroidal anti-inflammatory drugs (NSAIDs, i.e. Ibuprofen, Motrin, Aleve, Advil, etc.) given for pain relief in the context of anesthesia waning off and the body trying to get rid of the extra fluid or swelling.

Women do not choose to have preeclampsia and do not trigger it. However, as in any traumatic event, they often go through a prolonged phase of guilt. It is important for physicians to address their concerns and educate them regarding risk factors and risk prevention. Having hypertension, kidney disease, diabetes, rheumatologic disease (lupus or antiphospholipid syndrome), twin pregnancy, age of 40 or above, obesity, a blood clot disorder or history of preeclampsia in a previous pregnancy can all predispose to preeclampsia. The U.S. Preventive Services Task Force further recommends that women with a high risk for preeclampsia be given low dose aspirin throughout pregnancy to reduce their risk of preeclampsia. They should monitor their blood pressure closely during pregnancy, and alert their physicians of any change of pattern and discuss therapeutic options. #

Dr. Line Malha is a nephrologist and hypertension physician at Weill Cornell Medicine specialized in kidney disease and hypertension in pregnancy. Dr. Herman Rosen is a nephrologist and clinical professor of medicine at Weill Cornell Medical College.

Dancers and Parkinson's Patients: A Powerful Collaboration

By **SYBIL MAIMIN**

A seemingly simple, yet beautiful, idea—partnering professional dancers who are trained in movement and control of their bodies—with people with Parkinson's Disease (PD), a condition that affects balance and muscle control, was born in Brooklyn in 2001. Olie Westheimer, founder of the local Parkinson's group, approached the Mark Morris Dance Group and suggested they collaborate in creating a dance class for her members. Knowing that dancers train their minds and bodies to perform often difficult movements, she suspected they had something useful to offer, such as techniques, exercises, and mind sets that help motion, flexibility, and coordination. The collaboration took off, and Dance for PD is now modeled in programs in 120 communities and 16 countries. Teacher training, innovative instructional media, and an At Home DVD series are available. Sessions are treated as dance classes, not therapy, and are designed to be fun, creative, and social. Movements and music drawn from modern, ballet, tap, folk, and social dancing provide physical activity, mental stimulation, social interaction, and confidence, as well as the joys and aesthetics of dance. Routines are performed while sitting in a chair or standing.

A recent "Community Sing + Dance for PD" class at The Juilliard School brought together people with various stages of Parkinson's, friends and caregivers, and a delightful group of young Juilliard students fulfilling a Career Seminar assignment to "gain different perspectives." Divided into two parts, the session began with group singing of Broadway show tunes from a thick songbook to piano accompaniment by the very genial William Wade. Wade, a pianist in Juilliard's Dance Department, has set a light and happy tone in PD classes 2 to 4 times a week for almost seven years. He hopes

the sessions "keep the body and voice a little more limber" while providing "a good time." Participants sing familiar songs that may have new meaning, such as, "What good is sitting alone in your room? Come hear the music play" from "Cabaret," "Tonight, tonight, the world is full of light" from "West Side Story," and "To Dream the Impossible Dream" from "Man of La Mancha." Wade mixed upbeat patter with exercises for participants that were both fun and useful for the vocal cords, such as making silly sounds – happy, nasty, loud, and soft. In the dance portion of the session, participants, sitting in chairs, repeated the movements of Julie Worden, a retired Mark Morris dancer, who made beautiful gestures as she exercised her arms and fingers (the open hand, a "flower," and the fingers, "petals"), face, mouth, and breath. With Wade improvising on the piano, the class followed Worden's hand and feet simulations of jogging, tap dancing, and speeding like a train. They copied her sign language interpretation of the Beatles' song "Imagine," and did a chest expanding exercise to a lovely tune from Bach. Those who were able to did standing exercises, ending in a handholding circle of friendship.

Worden, who danced with Mark Morris for eighteen years, has been a PD dance leader for five. She noted she has studied the neurological process, but "leaves the science out of the classroom." She explained, "It's an art project. It's a dance class." Worden meets with other PD dance instructors to share "what works, what doesn't, what's safe, what's not." Dance for PD receives guidance from an advisory board of neuroscientists, neurologists, health care professionals, and researchers. To learn more and to find a PD dance class near you, go to the PD for Dance web site. #

For more information visit danceforparkinsons.org.

HUNTER COLLEGE

HUNTER WRITING CENTER HONORS TOM WOLFE

By **DR. POLA ROSEN**

When Lewis Frumkes welcomed guests to the 7th anniversary celebration fete for the Hunter Writing Center at the ultra-exclusive "Doubles Club," in the Sherry Netherland hotel recently, he asked the writers and benefactors present whether any of them had noticed among the books adorning the gigantic cake with the figure of Tom Wolfe sitting on it the title "Look Homeward Angel?" After the knowing giggles died



down among the crowd which included such notables as Gay Talese, Mary Higgins Clark, James Watson, discoverer of DNA, Daphne Merkin, Meg and Hilma Wolitzer, Patricia Volk, Frederick Tuten, Christopher Lehmann-Haupt, Liz Smith, Richard Johnson, Iris Love, Everett Raymond Kinstler, Gina Barreca, Amanda Filipacci, Iris Smyles, Frumkes quipped, "just wanted to see if you were alert." Then President Jennifer Raab

continued on page 31

LAW & EDUCATION

A CONSTITUTIONAL RIGHT
TO AN EDUCATION?

By ARTHUR KATZ, J.D.

Plaintiffs in a Detroit school district have sued the Governor of Michigan and the members of the State of Michigan Board of Education claiming that the poor quality of the available education afforded to them violates their U.S. constitutional right to obtain an education. However, does the U.S. Constitution grant such a right?

In Michigan, as in all other states, compulsory education is the norm. Based upon the facts presented in *Gary B v Snyder*, a number of schools in the Detroit area, which serve, almost exclusively, children of color from low-income families, are so ill-equipped that they deprive their students of the opportunity to become literate, and most students in these schools can not read, write or comprehend at a grade-appropriate level. Assuming the underlying facts are correct, this is a situation that begs to be corrected.

The State of Michigan has the responsibility, under its State Constitution, to educate its children. Unfortunately, at the present time, the State is failing in its ability to do so, primarily due to a lack of teaching and monetary resources allocated and available to the Detroit schools



Arthur Katz, JD

in question. As a result, a federal litigation has been commenced to force the State to remedy the deplorable situation.

The U.S. Supreme Court has never explicitly ruled that there is a U.S. constitutional right to an education. However, the lawsuit contends

continued on page 31

THE ETHICS COLUMN

The Ethics of Self-Driving Vehicles

By JACOB M. APPEL MD JD

Starting with Nevada in 2011, states have enacted rules to authorize the use of autonomous or “self-driving” automobiles on public roads. This technology, strongly backed by corporate giants like Google and Uber, promises to revolutionize public transport and may substantially reduce traffic fatalities. Individuals with disabilities that impede non-autonomous driving, such as the blind, will witness striking benefits. DWI arrests may join the Prohibition Party and bathtub gin in the drain of history. In sanctioning these cars, legislators and regulators have focused on issues related to safety and liability. Unfortunately, self-driving technologies also raise ethical dilemmas not yet adequately addressed by either the manufacturers or society.

One moral conundrum is a variation on a thought experiment, originally explicated by German jurist Hans Welzel and British ethicist Philippa Foot, known to philosophers as the “trolley problem.” Foot explained the challenge as involving “the driver of a runaway tram which he can only steer from one narrow track onto another” who confronts “five men... working on one track and one man on the other.” Should the trolley driver actively shift from the track with five workmen to the track



Jacob M. Appel, MD, JD

with one workman to reduce the death toll? Self-driving vehicles will likely have to render similar decisions with some frequency.

If someone is likely to be injured or killed by the vehicle, should its robotic driver always strive to protect the greatest number of lives? Or should certain lives be protected foremost such as school bus passengers, ambulance occupants and first responders, and highway

continued on page 31

COMPUTER SCIENCE AWARDS FOR HS STUDENTS

The winners of the Cutler-Bell Prize in High School Computing were announced recently. The Association for Computing Machinery (ACM) and Computer Science Teachers Association (CSTA) announced that three high school students were selected from among a pool of graduating high school seniors throughout the US. Eligible students applied for the award by submitting a project/artifact that engages modern technology and computer science. A panel of judges selected the recipients based on the ingenuity, complexity, relevancy and originality of their projects.

The Cutler-Bell Prize promotes the field of computer science and empowers students to pursue computing challenges beyond the traditional classroom environment. In 2016, David Cutler and Gordon Bell established the award. Cutler is a software engineer, designer, and developer of several operating systems at Digital Equipment Corporation. Bell, an electrical engineer, is researcher emeritus at Microsoft Research.

Each Cutler-Bell Prize winner receives a \$10,000 cash prize. The prize amount is sent to the financial aid office of the institution the student will be attending next year and is then put toward each student's tuition or disbursed. This year's Cutler-Bell Prize recipients will be formally recognized at the Computer Science Teachers Association's annual conference, July 8th-11th, in Baltimore, Maryland.

The winning projects illustrate the diverse applications being developed by the next generation of computer scientists.

Elizabeth Hu, Thomas Jefferson High School for Science and Technology (VA)

A computational model based on real-world data offers potential guidance for both policy and humanitarian aid decisions. Elizabeth developed a geographically explicit agent-based model, written in Java, to study the past and future patterns of refugees for researching past migration models. Traditional migration modeling techniques, including spatial interaction and regression, fail to account for individual differences and decision-making processes.

Avi Swartz, Cherry Creek High School for Computational Biology (CO)

Determining what proteins are present and the quantity of each protein component in biological samples is a key step in analysis to understand normal, as well as diseased, processes. Mass spectrometry is the best approach to effectively analyze large number of proteins in complex biological samples. Many mass spectrometry experiments often involve large numbers of proteins (e.g. over 600 proteins in an experiment). When done manually, this process takes around six hours for a small experiment of 25 proteins. Swartz's computer program, the “Automated Peptide Selector” (APS), automates the picking of indicator peptides for any protein in any species. The researcher inputs a list of proteins

and selects different weights for the selection criteria to adjust for a specific spectrometer. The researcher also selects information such as the species being studied and which versions of the databases they want to use. The program reduces the required user time to select peptides from six hours for 25 proteins to several minutes.

Aaron Walter, Yorkville High School for Computer Science (IL)

Aaron's new software program Rubric Pro helps teachers recognize students' understanding of curriculum components. It enables both teachers and students to learn, while improving the classroom experience by being accessible. Rubric Pro organizes components of a curriculum into a hierarchical structure. Teachers can then create rubrics to test the knowledge of their class based on the tree of components they have made. Rubric Pro's structure allows you to easily create and analyze data from your curriculum's components.

“It is an honor for us to be a part of this effort to recognize young people who share their visions of how computer science can improve society,” said Cutler and Bell. “The high school years can be very formative in helping young people decide on their careers. Although computer science is so interwoven into society and industry, it is still at the early stages of being fully integrated into the high school curriculum. We hope the Cutler-Bell Prize and the imaginative projects of these students will serve as

examples of the benefits of expanding computer science education in K-12 settings.”

“What is wonderful about the Cutler-Bell Prize is how it encourages a spirit of innovation in young people,” says ACM President Vicki L. Hanson. “ACM has long stressed that incorporating computer science education into the K-12 curriculum is about more than learning to write computer code. Computational thinking fosters a way of looking at the world that these students will take with them regardless of the career path they choose. This year's Cutler-Bell Prize recipients are recognized for taking the fundamentals they have learned in the classroom and developing novel approaches to solving pressing real-world challenges. We thank Gordon Bell and David Cutler for sponsoring this award, the CSTA, and, of course, the dedicated computer science teachers who have inspired and guided these students.”

“The Cutler-Bell Prize celebrates the power of creativity and innovation among today's high school students when their learning experiences are linked to technology and computer science education,” said CSTA Executive Director Dr. Mark R. Nelson. “We appreciate the generosity and foresight of Cutler and Bell for making this award possible. We thank the judges who spent many hours reviewing the submissions received in this year's competition. We are excited to recognize this second cohort of young recipients.” #



Joyce B. Cowin Women's History Gallery Opens at New-York Historical Society



Joyce B. Cowin

By LUCAS MAUTNER

The Joyce B. Cowin Women's History Gallery opened recently with an event to honor Cowin's contribution to the New York Historical Society. Louise Mirrer, President, opened with a few remarks. "I'm really delighted to see so many of you at this wonderful celebration...and I am also delighted to welcome you to the Saving Washington exhibition," she said.

The *Saving Washington* exhibition allows visitors to look at the early days of the United States through the eyes of the women of the period. Books, letters, clothing, and other important artifacts will be on display to the public, part of a collection of over 150 objects. "Saving Washington upends the familiar narrative of our American founding as a power struggle among men, offering the story of Dolly Madison, and women of the early republic more generally, as an example of how women's critical but often behind-the-scenes work gave rise to the nation's capital as a beacon for the world," Mirrer said.

Cowin, addressing the crowd with audible emotion and pride, said, "In the end, after seeing all these exceptional persons of our country—who propelled us ahead—I strongly believe it is we the people who try to help each other if we can. We go forward—we build buildings—create schools—support hospitals—we the people go forward. Each of us will have a major tragedy in our lives. We mourn, we remember, and we go forward. We follow the rules, and some of us make the rules in the end. But it is we the people that are the driving force of this great country; we the people go forward."

Saving Washington is housed in the new Joyce B. Cowin Women's History Gallery, in the newly renovated fourth floor. Its doors will open fully to the public in late April, where it will host several programs, from conferences to writing workshops to panel discussions. Some



Dr. Louise Mirrer

of the upcoming events include an unveiling of the personal archives of Billie Jean King and a discussion about "Women and the White House" moderated by 60 Minutes correspondent Lesley Stahl. #

Joyce B. Cowin, an alumna of Teachers College, Columbia University, is a philanthropist and founder of the Cowin Financial Literacy Project, which aims to improve financial literacy among students.

The American Museum of Natural History Uncovers Mummies in Newest Exhibit

By LYDIA LIEBMAN

The American Museum of Natural History invites visitors to get up close and personal with the dead in *Mummies*, its latest exhibition currently running through the beginning of 2018. *Mummies* utilizes 21st century tools and techniques to present the mummies from Peru and Ancient Egypt in a whole new light. On a special, limited tour from the collections of The Field Museum in Chicago, this exhilarating exhibit showcases 18 mummified individuals; many of which have not been on display since the Chicago's World Fair in 1893.

While mummies have long been a beloved topic of museum goers and exhibitors alike, this show is particularly unique due to its use of imaging and technology that is most commonly associated with medicine. CT scans and X-ray imaging enable researchers to see inside the mummies in a non-invasive way without damaging or causing destruction to the mummies itself. "The confluence of 21st century technology and mummies is yielding fascinating information about these ancient cultures and has heralded an exciting new era relating to mummies," says AMNH President Ellen Futter in her remarks at the *Mummies* media preview recently. Digital touch screens throughout the exhibition invite visitors to virtually look into Peruvian mummy bundles and animal mummies, preserved as offerings to the Egyptian gods. 3D-printed figurines of burial goods populate the exhibit as well, giving visitors a hands-on experience.

In *Mummies*, Peru is the first stop. While many associated the mummification ritual with Ancient Egypt, Peru has its own unique history of mummification dating back 5,000 years ago. Intended as a way to connect with their loved ones and honor the dead, the Peruvian people personally prepared the bodies of dead by removing the skin, de-fleshing the bones and removing the organs before reinforcing the



skeleton with reeds and clay and then reattaching the skin. Mummies were then painted and fixed with a clay portrait. The Peruvian mummies are referred to as bundles, which include burial goods and other items along with the deceased. Throughout *Mummies*, visitors can view a collection of mummy bundles from Peru including the remains of three children mummies from the Chancay culture. Real burial offerings are also on display.


Next, visitors are treated to the world of Ancient Egypt. Perhaps more familiar to the general public, Ancient Egypt famously mummified their dead in preparation for the afterlife. Beginning with an elaborate embalming process that removed the organs and placed them into separate containers, the dead were then encased in beautifully decorated sarcophagi and placed in extravagant tombs. *Mummies* exhibits several artifacts, such as canopic jars, as well as 3D burial figurines. An Egyptian tomb diorama showcases a crypt along with a wooden coffin from the Late Period covered in stunning hieroglyphs. Toward the end of the exhibit, some fascinating mummies are on view. Toward the end of the exhibit, visitors are treated to realistic portraits that portray what the mummies actually look like under all that wrapping. #

South Street Seaport Museum Celebrates its 50th Anniversary

April 2017 marks fifty years since the Museum received its charter from the New York State Department of Education Board of Regents. Over that fifty years the Museum has grown dramatically, collecting artifacts and works of art documenting the rise of New York as a port city; developing and implementing innovative and award-winning programming; mounting exhibitions; and preserving a fleet of historic ships on the East River. Despite three massive setbacks: the 9/11 attacks, the Great Recession of 2008, and the floodwaters of hurricane Sandy, the museum is growing once again.

With support from New York City and a dedicated group of staff, volunteers, members and friends, the Seaport Museum remains an educational and cultural gem in lower Manhattan.

The Seaport Museum's 50th anniversary will be marked throughout the year with the opening of new exhibitions, including Millions: Migrants and Millionaires aboard the Great Liners, 1900-1914 (opening June 2017), artistic and musical performances, lectures and book talks, walking tours, and a formal 50th anniversary cocktail reception aboard the 1885 ship Wavertree in September. #



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DISTINGUISHED LEADERS IN EDUCATION 2017

EDUCATION UPDATE is proud to celebrate our fifteenth year of honoring teachers and administrators who excel in enriching the lives of children in classrooms around the city every day.

We are also honoring 7 Distinguished Leaders in Education who have spent their lives dedicated to education:

★ Felix Matos Rodriguez, President of Queens College; ★ Linda Macaulay, Ornithologist and Founder of Macaulay Honors Colleges in NYC; ★ David Levin, CEO, McGraw-Hill; ★ Cheryl Wills, Anchor, Spectrum News NY1; ★ Linda Sirow, Artist and Educator, Dalton School; ★ Mr. G, WPIX 11 News; ★ Dr. Blake Spahn, Vice-Chancellor, Dwight School

Teachers and Administrators are the backbone of our educational system and they deserve the recognition that Education Update gives them.

IRV "MR. G" GIKOFSKY EDUCATOR & WEATHERMAN, WPIX 11 NEWS

Irv Gikofsky, also known as Mr. G, PIX11's weather expert, has been delivering forecasts on New York television for over 30 years. In 2013 he added hosting duties of "It's a G Thing" segments which air weekly in PIX11 News and focus on organizations in the local community.

New York's most popular TV weatherman, Mr. G, began his career as a school teacher at Albert Einstein Intermediate School in the Bronx. While a teacher, he created New York City school system's first computerized weather program for use by children and their teachers. After teaching in public school for a decade, Mr. G was recruited right out of the classroom to become a TV weatherman at New York's WCBS-TV, Channel 2 in 1977.

Mr. G joined PIX News at Ten as the weekday weatherman in September 1993 where he has won four Emmy Awards and an Edward R. Murrow Award. In 2008, Mike Wallace presented the Friar's Club Life Time Achievement Award to Mr. G. In addition, PIX News at Ten has been named Best Newscast by numerous prestigious outlets including the New York State Associated Press Broadcasters Association and the New York Press Club.

An ardent supporter of education, Mr. G is very involved in working with students. To date, he has visited over 500 schools, especially lower income districts, where he speaks in classrooms (not just about weather, but motivationally as well) and tries to visit at least one school per week when school is in session. Every year since its inception, he has participated in New York City's "Principal For a Day" program, declaring that day "homework and test free" and always gets a standing ovation! In addition, June 30, 1993 was proclaimed "Mr.



G day" in the Bronx for his motivational work with children. Mr. G is a board member for the baby foundation and works to improve pediatric care in emergency rooms in the Tri-state area. He also continues his series of lectures as "Professional in Residence" at his alma mater Hofstra University where he speaks on radio and television broadcasting.

Mr. G was born in Brooklyn and raised in Queens where he attended P.S. 201 and J.H.S. 218. He graduated from Francis Lewis High School and went on to Hofstra University in Long Island where he earned a Bachelor of Arts degree in History in 1967. He received a Master of Arts degree in Secondary Education from Hofstra and pursued doctoral studies at Yeshiva University.

When his is not forecasting or involved in charitable endeavors, Mr. G can often be seen running in Central Park, and has run in more than 30 New York City Marathons. An avid runner, he has run over 75,000 miles or three and a half times around the planet. #

CHERYL WILLS ANCHOR, SPECTRUM NEWS NY1



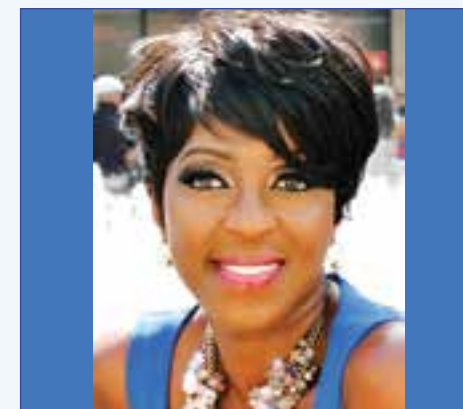
Cheryl Wills is a veteran anchor for Spectrum News NY1 – she joined the broadcasting company during its launch in 1992 and this year she is celebrating her 25th anniversary with the television network.

The award-winning journalist is the author of "Die Free: A Heroic Family Tale." The acclaimed biography is about her great-great-grandfather Sandy Wills' extraordinary transformation from a Tennessee slave into a courageous Civil War Soldier, who honorably served with the United States Colored Troops from 1863-1865.

Her second book is an illustrated children's version of her biography called, "The Emancipation of Grandpa Sandy Wills."

Cheryl has interviewed some of the most powerful people in the world including The First Woman President of Africa: Ellen Johnson Sirleaf. She also scored an exclusive interview with United Nations Secretary General Ban Ki-Moon. Her favorite interview was going one-on-one with the late great writer and activist Maya Angelou.

Cheryl has received awards from The New York Press Club, Newswomen's Club of NY Front Page Award, and The Associated Press. UN Secretary General Ban Ki-moon personally presented The United Nations Foundation Prize to her in 2015 at the United Nations



Correspondents Association gala.

She has received The YMCA National Black Achievers in Industry Award, The Carl T. Rowan Leadership in Media Award and, in 2010, McDonald's honored her as a broadcasting legend. In 2015 McDonald's again honored her with the first ever, Harold Dow Lifetime Achievement Award, in recognition of extraordinary and unparalleled contributions to broadcast media.

Cheryl also has been featured in a number of major television shows and movies including Ghostbusters: Answer The Call (2016), Law & Order (NBC), Limitless (CBS), The Strai (FX), *continued on page 30*

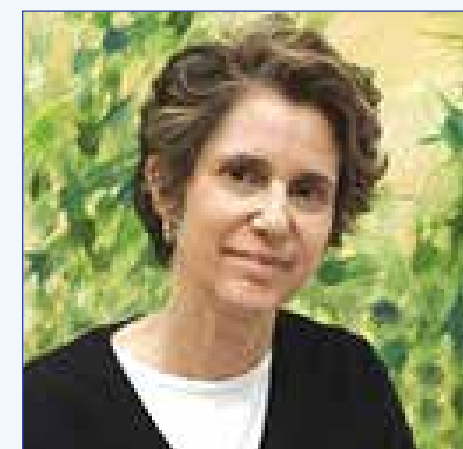
LINDA SIROW ARTIST & EDUCATOR, DALTON SCHOOL



Linda Sirow has demonstrated a lifelong commitment to using art to effect children's development, education and human potential. After earning a dual degree in sculpture from both Tufts University and the Museum School in Boston, Linda completed graduate work in the field of art therapy and art education. Her early teaching career focused on art therapy as a healing modality. For the past twenty years, Linda has taught in an academic setting, instructing middle school art at The Dalton School in New York. Through her work, Linda has nurtured hundreds of individuals, helping each student find her unique voice through visual expression.

Linda has led students to discover how to use non-verbal communication in an ever changing and competitive world by teaching both technical skills and creative problem solving. She introduces her students to art in the world around them not only through museum visits but also by honoring the artwork of the students themselves by exhibiting their work in galleries, hospitals, public spaces and professional publications.

At Dalton, Linda's teaching has focused on



grades 4-8, covering a wide variety of materials and processes including traditional methods such as drawing, painting, sculpture, printmaking, ceramics and textiles. She also introduces students to new media such as digital art, laser cutting, working with circuitry, arduino and 3-D printed fabrication. Linda constantly attends workshops, classes and conferences to stay attuned to the most cutting edge teaching methods and technologies. #

LINDA R. MACAULAY

ORNITHOLOGIST & PHILANTHROPIST

Linda R. Macaulay is a long term supporter of higher education in New York State. She is a Trustee of Cornell University. She is also Chairman of the Board of the Cornell Laboratory of Ornithology and serves as Chairman of the Chairman's Council. She and her husband Bill are major donors to the Lab where the Macaulay Library houses one of the largest collections of natural sounds and videos in the world. She has helped the Lab build a program where 140 undergraduate, graduate and postdoctoral students are able to study each year.



and include Rhodes Scholars, Truman Scholars, Fulbright Scholars, and NSF Fellowships.

Linda is a dedicated ornithologist and supporter of wildlife. She is a Research Associate of the Cornell Laboratory of Ornithology. She has traveled the world recording bird and animal sounds and behavior. She has recorded thousands of sounds from 2,850 species of birds in over 54 countries on six continents along with numerous animal and other natural sounds, amassing one of the largest collections in the world. Her work has resulted in the first recordings ever made of a number of species of birds as well as documenting many range extensions. Her collection is housed and cataloged at the Cornell Lab of Ornithology. She is a recipient of the prestigious Arthur Allen Award in Ornithology for her work and contribution to the field.

continued on page 30

DAVID LEVIN

PRESIDENT AND CEO, MCGRAW-HILL EDUCATION

David Levin is the president and CEO of McGraw-Hill Education. Since joining McGraw-Hill Education in April 2014, David has been leading the transformation of the company from a traditional textbook publisher to a learning science company with a vision of unlocking the full potential of each learner through an approach focused on:

- An open ecosystem to foster a seamless learning experience
- Robust and proven content to support individual learning goals
- Adaptive technology for personalized learning and
- Data and insights to drive decisions

Under his leadership, McGraw-Hill Education has moved to combine the science of learning with the art of teaching, harnessing technology in order to enhance learning inside and outside of the classroom and deepen connections between students and teachers. David is committed to renewing the company's culture, fostering an open, collaborative, and social environment.

Previously, David spent nine years as the chief executive of UBM, a multinational media



company headquartered in London. During that time, he repositioned the business and shifted its focus to live events and online communities and away from its legacy magazines. Before joining UBM, David was chief executive of Symbian Software, the software group that built the operating system to power the first generation of smartphones.

David holds a bachelor's degree in politics, philosophy, and economics from Oxford

continued on page 30

FÉLIX MATOS RODRÍGUEZ

PRESIDENT, QUEENS COLLEGE, CUNY

Felix V. Matos Rodríguez took office as the tenth president of Queens College of the City University of New York. His distinguished career spans both academia and the public sector: he is a scholar, teacher, administrator, and former cabinet secretary of the Department of Family Services for the Commonwealth of Puerto Rico.

Having served as president of Eugenio María de Hostos Community College/CUNY prior to coming to Queens College, Matos Rodriguez is one of the few educators in the US who has served as president of both baccalaureate and community college institutions. During his five-year tenure at Hostos, he and his leadership team were responsible for dramatically improving the college's retention and graduation rates and doubling its fundraising.

From 2006 to 2008, Matos Rodríguez served as Puerto Rico's cabinet secretary of the Department of Family Services. In this position, he formulated public policy and administered service delivery in such programs as Child Support Enforcement, Adoption and Foster Care, and Child and Elderly Protection overseeing a \$2.2 billion dollar budget and over 11,000 employees. Earlier, he had been Senior Social Welfare and Health Advisor to the Governor of Puerto Rico.



A cum laude graduate in Latin American Studies from Yale University, Matos Rodríguez received his PhD in history from Columbia University, and has taught at Yale, Northeastern University, Boston College, the Universidad Interamericana-Recinto Metro, City College, and Hunter College. At Hunter, he also directed the Center for Puerto Rican Studies, one of the largest and most important Latino research centers in the United States. He also worked as a Program Officer at the Social Science Research Council.

continued on page 30

DR. BLAKE SPAHN

VICE-CHANCELLOR, DWIGHT SCHOOL

As Vice Chancellor, Dr. Blake Spahn has oversight of all school operations. A Dwight alumnus, he received his BA and MBA degrees from Columbia University, where he was Captain of their undefeated Men's Tennis Ivy League championship team. Blake then went on to obtain Masters and Doctorate degrees in Comparative International Education from Oxford. Author of *America and the International Baccalaureate*, Blake has taught in classrooms in the U.S., U.K., and Japan. In addition to founding Dwight's Early Childhood Division, he has had oversight of Dwight School London's campus for the past 20 years. Blake co-founded BOOST (Building Opportunities on Student Talent), a non-profit designed to advance prospects for university students in Southern Africa, enabling them to contribute to their own countries' development; and was a Term Member at the Council on Foreign Relations.



Dwight School, founded in 1872, is dedicated to igniting the spark of genius in every child. The first school in the Americas to offer the comprehensive International Baccalaureate curriculum from preschool through grade 12, Dwight has campuses in New York, London, Seoul, Shanghai, and Dubai (opening 2018). #

IN MEMORIUM

Eulogy for Evan Philip Galen

By JUDY FRANCIS ZANKEL

In February 1970, forty-seven years ago, I was living alone on the Upper West Side enjoying my solitude, having no one to see or answer to. My sister called and told me that wouldn't do and that she and her boyfriend Phil were coming to take me out to dinner.

At the appointed hour, I opened the door to find Linda, Phil, and Evan, Phil's pal from Columbia Architecture School. I was furious: I hadn't wanted to see anyone, much less some guy they were trying to fix me up with. Of course, I needn't have worried. Aside from the obvious fact (which was not obvious to me at the time), at dinner the three of them were deep into an esoteric conversation about architecture and I might as well have not been there at all for all the attention I was paid.

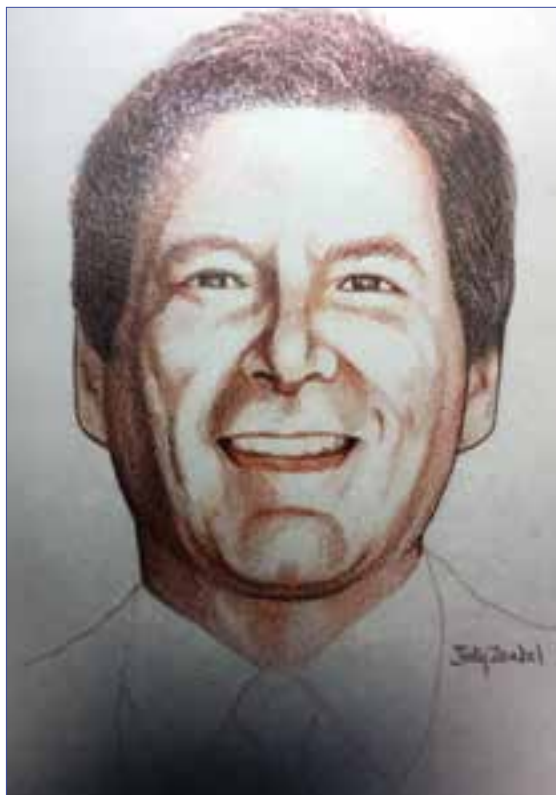
A couple of days later I was on the #7 bus going up Amsterdam Avenue, and there was Evan. We chatted and discovered that we lived a half block from one another. I was a freelance illustrator and Evan was in school, so our schedules were fairly flexible. We got into the routine of talking on the phone almost every day, and invariably one or the other of us would say Are you busy? Which was the signal for Let's meet at Andre's. Andre's was a little patisserie equidistant from our apartments; the kind of place with a retail bakery as well as little marble topped tables and twisted wire chairs. Evan would close his books and I would put down my brush and we would be sitting at Andre's five minutes later. And so our friendship was cemented by our love for cake.

Three years later, Evan met Steve Novick, and instead of losing one friend, I gained another.

As time passed, the three of us became totally enmeshed in one another's lives. We shared birthdays, anniversaries, holidays, vacations, friends—everything.

I lived for twenty-seven years in that rent-controlled apartment on the West Side. Periodically I would do some little renovation or re-furnishing or cosmetic touch-up, all with Evan's guidance. He said "Someday I wish I could design an apartment for you." Luckily for me, he got his chance.

Evan and Steve endured all of my romantic relationships, cheering me on during the good times and consoling me during the bad ones. I didn't marry until I was fifty. I may have been in love and having a great time with one boyfriend or another, but when it came time to think about marrying, I shied away. I was only able to understand why in retrospect: until I met Arthur, no one I was involved with was anywhere near as smart and interesting as Evan



Drawing by Judy Francis Zankel

and Steve.

When I married Arthur, Evan cried at my wedding.

And so Evan finally got to design and build an apartment for me. And then an indoor pool and renovation of our house in Westchester. Evan was so talented and so great to work with. Arthur's and my taste were not exactly the same, so Evan and I had our work cut out to find things we would both like. Evan used to say my taste level was somewhere between a boy's dormitory and a doctor's waiting room. But he was terrific and the resulting NYC apartment and Westchester house are wonderful.

When Arthur died, Evan and Steve were in Maine. When I called to tell them they immediately got into their car and drove down to be with me.

Over the years, I have spent so much time in their apartment that the building staff knows me. One day there was a new doorman on duty and when I said I was going to apartment 18B he asked my name. Before I could respond, one of the other doormen said It's okay; she's their sister. We loved that: they had no idea whose sister I was, so I was sister to both. Which of course is 100% true.

It's really hard to think about a future without Evan a phone call away. But when Arthur died, a very wise friend told me something I have since always passed on to friends who have lost loved ones: our relationships live in our minds, and as such, our loved ones never leave us. Evan will always be with Steve and me and all of you and everyone whose life he touched. #

Grove School Dean Gilda Barabino Receives Top Honor

Gilda A. Barabino, Berg Professor and Dean of The City College of New York's Grove School of Engineering, is the winner of the 2017 Pierre Galletti Award presented by the American Institute for Medical and Biological Engineering. AIMBE's highest individual honor, it recognizes a member's contributions to public awareness of medical and biological engineering, and to the promotion of the national interest in science, engineering and education.

Headquartered in Washington, D.C., AIMBE is a non-profit organization representing 50,000 individuals and the top 2% of medical and biological engineers. Barabino is AIMBE's current president.

The Galletti Award is the latest honor received by Barabino. Last fall, she was elected an AIChE Fellow by the American Institute of Chemical Engineers. It is the highest grade of membership and is achieved only by election by the AIChE board of directors.

In addition, Barabino was also awarded AIChE's 2016 William W. Grimes Award for Excellence in Chemical Engineering. That honor was in recognition of her outstanding achievements as a distinguished role model



for underrepresented minorities in chemical engineering. It applauded her mentoring, contributions to the community and her excellent scientific contributions to the advancement of chemical engineering. #

*Understanding Roadblocks to Providing Comprehensive Sex Education Faced by Middle and High School Teachers in New York City***Dear Educator,**

We invite you to take a brief online survey for a DOE-approved study that aims to identify the needs of New York City educators who teach about sexual health.

I am writing to you on behalf of the Sexuality, Women, and Gender Project of Teachers College, Columbia University. The current study will provide information about sexual health education to better understand the factors influencing teacher effectiveness in this area.

The link to the online survey is below. It will take approximately 15 to 25 minute to complete, and will ask about attitudes and beliefs regarding teaching about sexual health. Participation is voluntary. Participants may decline to answer any questions presented during the survey. Furthermore, one may decide to withdraw from this study at any time. No identifying information will be requested of participants. Responses will be stored on an encrypted server that is password protected. I assure you that this study has been reviewed and approved by the Institutional Research Ethics Review Board (IRB) at Teachers College, Columbia

University as well as the NYC Department of Education IRB Board.

If you would like to participate, here is a link to the survey: <https://goo.gl/au4dop>

If you do not teach about sexual health in New York City but know of anyone who does, I would greatly appreciate it if you could forward this e-mail on our behalf.

If you have any questions about this study, I can be reached at brewster@tc.columbia.edu. For concerns resulting from your participation in this study, please contact the Institutional Review Board of Teachers College, Columbia University (irb@tc.edu).

Thank you for your assistance in this project.
Melanie Brewster, PhD
Assistant Professor of Psychology and Education

Co-Founder, Sexuality, Women, and Gender Project, Teachers College at Columbia University, Department of Counseling Psychology

Ph: (212) 678- 7441
Brewster@tc.columbia.edu
www.swgproject.org #



An Interview with Dr. Lori Custodero, Music Education Program Director, Teachers College

By DR. POLA ROSEN
& LYDIA LIEBMAN

Education Update (EU): How did your interest in music education begin?

Lori Custodero (LC): I was a music theorist. I have a degree in Piano and Music Theory and a Master's in Music Theory. I didn't get my education degree until my doctorate. I was studying music theory by night and teaching young children by day and I realized that what I was exploring in theory had essence in early childhood and teaching. I became more curious about that and went on to get my doctorate in education. I was so curious and so interested in the way children made music and the way they came to it and what they bring to adults. I'm now in my 18th year at Teachers College.

EU: What is so important about music for young children?

LC: I think it's the way they come to know the world. When we're infants we sing to them instead of talking to them. You can always tell when someone is speaking to a baby. Children respond to musical cues right away. I think the activity of music making binds us together. The early learning of music does create the synaptic connections that are there forever. Music makes



Lori Custodero

you a better person.

EU: What is the greatest benefit of beginning music when children are young?

LC: Our minds are open and we're learning so much at that time. It's very easy to take on *continued on page 30*

TEDDY BEAR EXHIBIT OPENS AT JEWISH MUSEUM

By JAN AARON

A tsunami of teddy bears is flooding the Jewish Museum with childhood memories, sitting in chairs, hanging from the ceiling, cozying up near the fireplace peeking out of the strings of antique harpsichord and every other nook and cranny of the former Felix Warburg Mansion on New York's Fifth Avenue. This is the colorful fantastical world of musician, composer and performer, Charlemagne Palestine, inspired by childhood experience and the artist's Brooklyn Jewish roots. The hundreds of plush toys, including teddy bears, which the artist regards as "shamanic representations of the soul." For this presentation the Palestine tips his hat to Morris and Rose Michtom, from the artist's Brooklyn neighborhood, who, in 1902, made a hand-sewn as tribute to President Theodore Roosevelt, following a much ballyhooed hunting trip during which he refused to kill a bear cub that been positioned for his aim. The incident was popularized by the popular illustrator, Clifford Berryman's, cartoons in the Washington Post. The Michtoms, along with the rest of America, became enchanted with the story and christened the newly invented toy "Teddy's bear." The bear quickly became a must-have commercial success. One of my exhibit favorites

is the "Torah Bear," in shawl with prayer book. Charlemagne Palestine renowned for avant garde and experimental music compositions beginning in the 1960's, has been incorporating teddy bears and other plus toys - hand made by him, or found - are located in the museum's Kaplan Gallery, on the floor and walls, suspended from the ceiling, perched on pedestals. Standouts of the exhibition - replete with mirrors, colorful textiles, and lights -- include the artist's life-sized, conjoined triplet bears, and his "Noah's Ark," a rowboat overflowing with stuffed toys. Visitors to "mushagaland" or "crazy land," also hear the artist's experimental sound recordings. Now based in Brussels, Charlemagne Palestine was born in Brooklyn to Eastern European immigrant parents. He began exploring music as a youngster, singing in a synagogue choir and ringing carillon bells at St. Thomas Church in Manhattan. From there, he began to explore the world of experimental sound and installation. His compositions are steeped in rituals of the non-Western world, post minimal music and Eastern European sources. At twelve, he played the bongos for the Beat poet Allen Ginsberg and Gregory Corso. While here, be sure to check out The Arcades: Contemporary Art & Walter Benjamin, *continued on page 30*

Ocean Frontiers III: Stewardship, Collaboration and Communication

By DR. MERRYL KAFKA

On May 3, the NY Institute of Technology, at 62 St and Broadway, hosted an ocean-themed film screening and panel discussion, with some of the most prominent environmental organizations in NYC. The key organizers of the event were the Wildlife Conservation Society's New York Aquarium, Natural Resources Defense Council, Surfrider Foundation, Gotham Whale and the film's producers, Green Fire Productions. Additional co-hosts included the NYS Marine Education Association, American Littoral Society and The Nature Conservancy, among others.

The feature of the night was Ocean Frontiers III: Leaders in Ocean Stewardship & the New Blue Economy, the latest film in the award winning series produced by Green Fire Productions. Gotham Whale got its "Andy Warhol's" "few minutes of fame in the film! Ocean Frontiers III explores the United States' first regional ocean plans to establish new policies with a full integration of communication and data sharing across

the board. This involves systemic communication and cooperative planning with many "ocean users", such as national security, government agencies, marine commerce, the fishing industry, recreational users, wind farms, harvesting of marine resources such as sand and minerals, and a range of scientists from different disciplines studying the biological richness of our oceans and the management necessary to sustain it. The film features some incredible footage of marine life from Virginia to Maine, including rare images of life in the Hudson Canyon.

Of course we will continue to benefit from all of these ocean resources, but the concept of sustainability, and a healthy ecology must enter the equation for a healthy economy. The focus of the evening was the collaborative uses of the Mid- Atlantic Region, which represents a \$40 billion a year industry, and how important data sharing is to acquire a full understanding of these complex marine communities. The data portal is a wealth of information, with thousands

continued on page 30

Sheila Nevins Talks About New Book & Shares Advice at Barnard



(L-R) Sheila Nevins and Linda Yellin

By LYDIA LIEBMAN

Recently, Barnard College hosted a dynamic conversation with HBO Documentary Films President and Barnard Graduate Sheila Nevins. Led by another Barnard alum, producer, writer and director Linda Yellin, the hour-long discussion mostly covered Nevins' new book aptly titled "You Don't Look Your Age: And Other Fairytales", due out shortly on Flatiron Books. The book, which Nevins referred to as a "sly biography" in the talk, features an array of short stories, poems and essays that tell not just Nevins' story, but the story of a generation of like-minded women. The audio book for "You Don't Look Your Age..." is a star-studded affair featuring performances from Meryl Streep, Lena Dunham, Gloria Vanderbilt, Audra McDonald, Liz Smith and many others.

At Barnard, Nevins told an audience of mostly Barnard students and graduates about how her book came to be. She explained that several years back she began work on a documentary on the monumental AIDS activities that Larry Kramer, head of the HBO film "The

Normal Heart" made. While he was on the verge of death, Nevins came to visit him at the hospital to get to know him and noticed that he lit up the more they conversed. By the time his 80th birthday came around, Nevins had written a poem about him that she was hesitant to share. Actress Christine Baransky happened to be attending the party and then it hit her. "That was the beginning of me thinking that I could distance myself from this and give my imaginary characters to other people, even though the book is very personal," she said. And suddenly, the idea to create the book and audio book was born.

Nevins went on to read a segment from the book entitled "From Cosmo to Ms." which shared anecdotes of sexism and gender politics but with Nevins' comedic flair. Following, Nevins shared some more of her experiences with the audience, including one hilarious encounter with Gloria Vanderbilt, and then took questions. Nevins offered some frank advice to the young women in the audience: "don't take *continued on page 31*

YOUNG JOURNALIST

Real Lives, Unsung Heroes by Toby Reynolds and Paul Calver

By WILLIAM FREEDMAN

Real Lives, Unsung Heroes by Toby Reynolds and Paul Calver is an interesting collection of stories of men and women who shaped the course of history and were leaders in the fields of Science, Art, Technology and Math. The book highlights individuals who might not be typically found in biographies and History books. The authors successfully highlight individuals such as Nikola Tesla, Sojourner Truth, and George Washington Carver. They also, however, include other people that you might not know. For example, Alan Turing cracked the German code used in World War II giving the Allies vital information, and Emily Davison fought for equal rights for women in the late 1800s. The authors discuss these important people by not only highlighting recognizable names but others whose work might have gone without recognition.

Overall, the style of the book is very minimal. The book doesn't spend much time on each person, choosing to touch on a wide range of people rather than go into depth on any single person. Personally, I would have preferred to learn more about these people rather than just a quick page. For instance, Allan Turing is some-



one who I would like to learn more about, but I only learned a little bit about him due to the book's minimal nature.

Two stories that I enjoyed were those of Michael Faraday and Beatrice Tinsley. Faraday was born into a poor family but grew up to revolutionize physics. His experiments about magnetism and electricity caused major advances in physics that helped us understand the world. Albert Einstein himself said that Faraday "had made the greatest change in our conception of reality."

continued on page 30

Karen Winnick Shares New Book at Bookstore in NYC

By LYDIA LIEBMAN

Recently, author Karen Winnick paid a visit to Book Culture on the Upper West Side in Manhattan to host a special book signing and reading of her newest book "Good Night Baby Animals, You've Had A Busy Day." Her newest book follows the busy day of six wild baby animals including a tiger, elephant, giraffe, rhinoceros, panda and gorilla over the course of 64 beautifully illustrated pages. Winnick read each page enthusiastically with sound effects aided with special animal puppets!

In addition to "Good Night Baby Animals..." Winnick has authored several other children's books (two of which she had on hand at Book Culture). Her previous books include "How Lucky Got His Shoe", which centers around Lucky, a fabulous penguin at the Santa Barbara Zoo who is known for wearing a single shoe, and "Gemina" which is about a giraffe that shares the same name and is known for having a crooked neck at the same zoo. She has also written "Hank The Ballpark Pup" and "Mr. Lincoln's Whiskers".

"I'm very involved with the zoo in Los Angeles and I've been a Zoo Commissioner. What really happened with the Santa Barbara Zoo was that I went to visit them and I saw this giraffe and I was just amazed at how she was



part of the herd and she didn't act and different from the other giraffes, nor was she treated differently by the others. I asked the zoo if I could write a story about her," explained Winnick when asked about her affiliation with zoos and her book "Gemina". She expressed her surprise and happiness when she noticed that "Gemina" resonated heavily with the disabilities community. "A child with a disability can see themselves in the animal and when they see the animals really do well they feel okay about themselves," she said, adding, "for a child without a disability it's a way to develop a sensitivity and a compassion for others. For parents it's a way of opening a dialogue and being able to talk about it." #

YOUNG JOURNALIST

Real Lives: Fearless Women

By HALEY HERSHENSON

Real Lives: Fearless Women Courageous Females Who Refuse to be Denied by Toby Reynolds and Paul Calver defines a "fearless woman" as a woman who has challenged society's perception of what women can achieve. In its definition, Reynolds and Calver make a distinction between being fearless and being afraid, "Don't think that these women were never afraid. The women in this book were just regular people. What makes them fearless is their unshakeable belief in what is right." The women featured in this book are considered leaders, they have paved the way for the younger generations. Jamie Brewer, an actress with down syndrome is quoted in the book saying, "Young girls and even young women (see me) and say, 'Hey, if she can do it, so can I.'" This book includes 36 profiles of a very diverse group of women from the past 200 years, including an illustration of each woman accompanied by a quote. The diversity (age, ethnicity, ableism, sexuality, ideology, etc.) allows any reader the ability to relate to the women in the book. This book will resonate with you whether you've experienced oppression of any kind, in any aspect of who you are, and how it relates to your mother, daughter, wife, sister, coworker, etc. The diversity of the women featured in the book reinforces the concept of intersectional



feminism and allows the reader to understand the different levels of oppression women face. Intersectional feminism is the understanding of how women's overlapping identities (race, class, sexual orientation, ethnicity, and religion, etc.) impact their experiences with oppression. In each profile, the authors also explain to the reader not only what each woman accomplished but they explicitly state why their actions matter.

A couple months ago I was involved in an activity which required a group of students my age to go around in a circle and answer the prompt: name three women, other than family members that inspire you. I noticed that a lot

continued on page 30

BOOK REVIEW

A Treasury of Six Original Stories: Good Night, Baby Animals, You've Had a Busy Day by Karen B. Winnick

Reviewed By JOAN BAUM, Ph.D.

Move over *Good Night, Moon* and make way for *Good Night, Baby Animals*, a "read-aloud storybook collection" for toddlers who are "(almost) ready to say good night." Featuring six baby animals, distinct in their own species way, the stories concentrate on typical activities the babies engage in during the day, as they either follow Mama, imitating her forays for food or, curious, bumble off a bit on their own. And just when you may have wondered what happened to Papa in this maternally dominated world, he does appear in the last story, where he leads a gorilla family ("baby, Mama, aunts and cousins") through a wet forest on the hunt for food, showing that the author knows whereof she writes.

The president of the Los Angeles Zoo Commission, as well as a published author of children's books and an artist, Ms. Winnick has spent time looking at and researching the lives of tigers, elephants, giraffes, rhinoceroses,

pandas and gorillas. Indeed, the last two open-spread pages of this charming book contain brief "Animal Facts" that are likely to interest grownups (never a bad idea). Did you know that every tiger has a unique pattern of stripes? That the oldest female is the leader in an elephant pack? That while mama giraffes search out sustenance, one mama is left behind as the designated baby sitter? That rhinos roll in mud to protect themselves from the sun and bugs? That baby pandas are born tiny, pink and hairless? And that gorillas roam in "troops," led by a male, while babies ride on their mothers' backs? It's obvious that Ms. Winnick knows her animal babies and grownups. And is shrewd enough to alternate gender. Sometimes baby is just baby, but at other times, a she or he.

What's also obvious is that illustrator Laura Watkins shares Ms. Winnick's enthusiasm for animals and wants to introduce them visually to young children as adorable little adventurers

continued on page 29

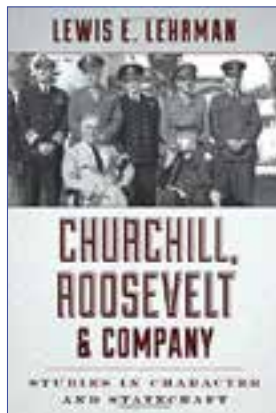


BOOK REVIEW

Churchill, Roosevelt & Company

By JACOB M. APPEL MD JD

President Franklin Roosevelt's closest confidante, social worker turned Secretary of Commerce Secretary Harry Hopkins (1890-1946), was staying at the White House with his six-year-old daughter, Diana, in 1939, when King George VI and Queen Elizabeth of the United Kingdom paid a state visit to Washington. Diana looked forward to meeting the Queen, but a bout of fever prevented her from attending the royal banquet. Much to the surprise of Hopkins—"who would have died rather than ask a favor of British royalty"—the Queen visited the child's sickbed in her full regalia of jewels. The incident, as described in Lewis E. Lehrman's study of relationships between Roosevelt, British Prime Minister Winston Churchill and their key aides, proved a watershed in the previously Anglophobic Hopkins's attitude toward Great Britain, leaving the grateful father with a much more positive impression of the English. Churchill aide John Colville, as quoted by Lehrman, observed that the episode "illustrates how a small act of kindness, under-



taken without any calculation of policy, can have an indirect impact on the affairs of nations; for in those day Harry Hopkins had a great, if unpublicized influence." It also highlights the core thesis of Lehrman's extensively-researched and insightful Churchill, Roosevelt & Company: Studies in Character and Statecraft—namely that, in deciphering history, individual personalities and human relationships matter.

Lehrman's name is likely best known to many New Yorkers as the former Rite Aid President and investment banker who nearly defeated Mario Cuomo in the 1982 governor's race. Yet thirty-five years later, the conservative politician has amassed impressive credentials as an independent American historian and an authority on Abraham Lincoln, authoring *Lincoln at Peoria*, which explores Lincoln's anti-slavery campaign from 1854 to 1865; and *Lincoln 'by littles'*, collected essays on Lincoln's life and times. In Churchill, Roosevelt & Company, he brings his keen analytic mind and delightful narrative style to

continued on page 30

Colum McCann, National Book Award Winner & Hunter College Professor Reads From New Book

By LUCAS MAUTNER

Hunter College hosted the book release for Colum McCann's most recent book, *Letters to a Young Writer*. The book is a collection of essays featuring advice for writers. The essays "combine practical advice, creative inspiration, and a profound call to arms for a new generation of writers to bring truth and light to a dark world through their art," according to the program. Some of the essay titles include "There Are No Rules," "Don't Write What You Know," and "Research: Google Isn't Deep Enough." This collection marks McCann's first foray outside of fiction. Hunter College President Jennifer Raab delivered the opening remarks, in which she said of McCann that he "gives of his heart as well as his mind."

After reading an excerpt, McCann sat down with his former students, Kaitlyn Greenidge and Bill Cheng, for a discussion about the book, writing, and M.F.A. programs. "You've said in the book that language actually is the most important thing. Can you go more into that?" Cheng asked.

"Well, I said in the book that plot is subservient to character, and character is built by lan-



guage, so everything emanates from language," McCann responded.

Colum McCann is the author of six novels and three short story collections. He was awarded the National Book Award for his novel, *Let the Great World Spin*. He is a professor in Hunter College's M.F.A. program. In 2017, he was inducted into the American Academy of Arts and Letters. #

BOOK REVIEW

The Mask of Sanity by Jacob Appel

By JOAN BAUM, Ph.D.

In his new novel *The Mask of Sanity*, Jacob M. Appel, physician, attorney, teacher, playwright and bioethicist shows off his talents as an informed generalist, a psychiatric specialist and a writer who knows how to engage and surprise. He concludes his suspenseful tale of multiple murder with a last sentence that may tease with delight or slightly disappoint --or both. Those who follow Dr. Appel's career as an imaginative fiction writer know he is fond of the witty and bizarre.

The title of the novel pays oblique homage to a 1941 treatise by Dr. Hervey M. Cleckley (d. 1984), an American psychiatrist who interviewed dangerous patients in locked institutions, focusing on, among other mental disorders, a "neuropsychiatric deficit" called "the mask of sanity." In Dr. Appel's ingenious hands Dr. Jeremy Balint, a cardiologist, not only masks his murderous instincts with a respectable career in medicine and a reputation as a family man, but earns admiration as a humanitarian. His name, the author writes, is "an insider joke" that alludes to the real-life Balint Society, begun in the



1950s, that is dedicated to the pursuit of better doctor-patient relationships based on the use of emotion and personal understanding in therapeutic work. The irony, of course, is that Dr. Balint is perceived as a model of good doctor-patient relationships. He may be cynical as well as funny, but he has the reader with him, in what he sees in others as hypocrisy, greed and self-centeredness.

The story begins as Balint inadvertently runs over a dog. His instinct is to save it. He is near his neighbor and colleague's house, but as he approaches, he sees a familiar car in the driveway and then a peek through a window confirms that his efficient and conventionally affectionate wife Amanda is having an affair with Dr. Warren Sugarman?

whom Balint despises. Why not kill Sugarman? Why not kill him and not get caught? "Because, like graduating first in his medical school class, [Balint] wanted to prove to himself that he could." And so a scheme takes shape, starting with extensive reading about murderers who do get caught and about what he must do to escape

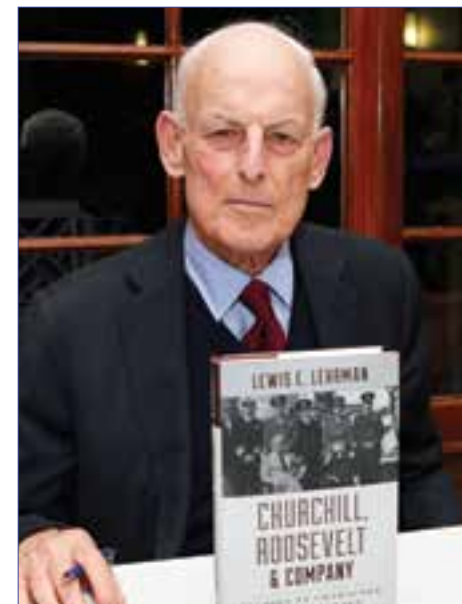
continued on page 29

Lewis E. Lehrman Presents New Book at Roosevelt House

By LYDIA LIEBMAN

Recently, the Roosevelt House Public Policy Institute at Hunter College welcomed Lewis E. Lehrman, Senior Partner of L.E. Lehrman & Co., and co-founder of The Gilder Lehrman Institute of American History. During his visit, Lehrman spoke at length about his new book entitled *Churchill, Roosevelt & Company: Studies in Character and Statecraft*.

During his enlightening talk, Lehrman spoke of the unique relationship between the United States and Great Britain during the Second World War and how that unique alliance won the war in the West. "Let us now dwell upon the most colossal war of human history!" Lehrman proclaimed at the beginning of his speech. And indeed he did! Lehrman began his talk by outlining the prickly relationship between the British and the Americans at the onset of World War II, which was the result of over a century of bad blood between the two. "The leaders of the UK and the US also had to overcome widespread doubt and mistrust within the ranks. Whereas Churchill himself never doubted that the full support of the United States was indispensable to defeat Hitler. In time, President Roosevelt would become a willing, full partner for Churchill," Lehrman explained. In addition, he explained the lead up to the attack on Pearl



Harbor which solidified the Anglo-American-Soviet Alliance.

Lehrman, as always, gave a detailed and wide-ranging explanation of these two pivotal figures in history. #

See a review for *Churchill, Roosevelt & Company* in this issue.



Pre-Law Program at Hunter College



Panel Discussion at Hunter College

By PROFESSOR ELISE JAFFE

Recently, after a screening of the 2015 documentary *Can We Take a Joke?*, Hunter College Pre-Law students listened to a timely discussion on freedom of speech by a distinguished panel: the former New York Times columnist Professor Stanley Fish, the renowned First Amendment attorney Floyd Abrams, and the Director of the Women's Media Center Speech Project Soraya Chemaly, who all then engaged the students in a lively Q&A session.

It is a discussion like this one that contributes to making the Hunter College Pre-Law program so special. Since it was established by Hunter College President Jennifer J. Raab 12 years ago, there have been many student successes for such a young program.

Amal Elbakhar, B.A. '11, who attended Harvard Law and was the recipient of the Paul and Daisy Soros Fellowship for New Americans, is now an Associate at Cravath, Swaine & Moore. Zaur D. Gajiev, B.A. '10, a former Peace Officer in Brooklyn who graduated magna cum laude from Pepperdine University School of Law, is now a law clerk for the U.S. Court of Appeals for the Ninth Circuit. Francesca Corbacho, B.A. '10, who was raised a latch-key child and graduated Hunter at the age of 39, received the AnBryce and Root-Tilden-Kern Scholarships at NYU Law, was selected as a Human Rights Watch Fellow and has been law clerk to Chief Judge McKee of the U.S. Court of Appeals for the Third Circuit.

In fact, Hunter Pre-Law students are regularly accepted into the top law schools and receive scholarship offers from leading regional schools. During the past three admissions cycles, a total of five Hunter alumni have gone to Harvard Law. Ten matriculated at NYU. Nine attended Columbia. For each of the last two years, Hunter has sent a leading scholar to Yale Law School, and another is planning to matriculate this fall.

So how is it that a relatively new pre-law program at an urban public college has achieved such considerable success in such a short time? There are several factors.

First, the Program draws on one of the most committed, diverse student bodies in the nation. More than a third are the first in their families to attend college. Over 60 percent of them speak a language besides English at home, having come from over 150 different countries. The majority come from homes with annual incomes under \$50,000. Despite the challenges these students

face, their level of academic achievement is high.

Second, the Program has thrived through the strong collaborative relationship between Hunter and the New York City legal community. President Raab, herself a Harvard trained attorney and a first generation college student, conceived of the program and in 2005 brought together an Advisory Board of notable attorneys from Cravath, Swaine & Moore; Paul, Weiss, Rifkind, Wharton & Garrison; Frankfurt, Kurnit, Klein & Selz; Seeger Weiss; Morrison & Foerster; Anderson, Kill & Olick and other firms.

From there, the Program developed to provide students with significant support and opportunities, including:

- Paid internships for students with a variety of law firms, including those represented on the Advisory Board, and funding for unpaid internships with public offices and nonprofit agencies,
- A subsidized LSAT preparatory program sponsored by Fried, Frank, Harris, Shriver & Jacobson that provides an affordable, extended classroom course,
- A moot court program that culminates in arguments held in the courtroom at Cravath, Swaine & Moore and judged by practicing attorneys who are alumni and friends of Hunter, and;
- Merit based awards, supported with private funds, which help offset the cost of applying to law school.

To provide students with insight into legal careers, the Program regularly features attorneys - including those from the Advisory Board - discussing different various areas of practice, serving as mentors, and sharing professional tips.

The very core of the Hunter Pre-Law Program, of course, is the students themselves. The third component of Hunter's successful recipe is the consistent investment in the students as individuals. The school provides personalized advising and law school admissions support even after graduation, to be sure that each student reaches his goals. A vibrant alumni network also helps to foster achievement beyond the Hunter campus. In recent years, four recent law grads have obtained Circuit Court clerkships, dozens have landed big law jobs, and many others are pursuing careers in public service and local government.

In sending its students off into promising legal careers, Hunter lives up to its motto "Mihi cura futuri" - The care of the future is mine.#

Automation & Higher Education

By DR. BEATRICE L. BRIDGLALL

America's colleges and universities are facing a new reality of increased accountability and scrutiny, particularly in light of the considerable student loan debt in which many students find themselves.

Competing interpretations of the data on the return of student investment in a college education suggest that the wage differential between college educated employees outweigh that of those without a higher education credential even as others question the value of a higher education credential given ballooning student debt. There are also concerns over the length of time it takes to actually attain a degree and declining attainment rates for many underserved students in the nation's community colleges, and 4-year public and private institutions.

We should also note recent findings that more than a third of college students demonstrate no noticeable improvement in critical thinking, writing and complex reasoning skills after four years as an undergraduate. These dynamics suggest the importance of developing talent even as we promote access to opportunities to learn and policies that are sensitive to student financial aid concerns.

This multi-pronged approach has particular resonance given emerging data from the Equality of Opportunity Project, which suggests that student prospects for upward mobility depends on an institution's ability to enroll and prepare well, many low-income students.

These are not the only forces affecting student economic and social mobility. In his farewell address in January 2017, former President Obama said "the next wave of economic dislocations won't come from overseas," [but] "from the relentless pace of automation that makes a lot of good middle class jobs obsolete."

A January 2017 McKinsey report reinforces the former president's estimates by asserting that "advances in robotics, artificial intelligence and machine learning... match or outperform human performance in a range of work activities, including... cognitive capabilities." Indeed, McKinsey indicates that approximately



half (emphasis mine) of the activities in the global economy, which we are paid nearly \$15 trillion in wages to do, have the potential to be automated by adapting currently available technology.

While automation is not a new phenomenon and we have survived previous disruptive shifts in work (agricultural employment fell from 40% in 1900 to 2% in 2000; employment in manufacturing fell from approximately 25% in 1950 to less than 10% in 2010), McKinsey acknowledges that automation will precipitate "significant labor displacement and could exacerbate a growing skills and employment gap" that currently exists between high and low skill workers. Moreover, this process has the potential to depress wages for low-skill workers if demand is stagnant.

In addition, there is concern that while historically, large scale employment shifts due to technology has created different types of work and new jobs and activities, it may be different this time. Given these estimations, as stakeholders at all levels in the education enterprise, we need to consider relevant and timely changes in curriculum, instruction and assessment that not only develop knowledge, skills and abilities but also the cultivation of habits of mind that encourage flexibility and resilience in the face of unprecedented changes and widening income inequality. #

Dr. Bridglall is the Dean of Humanities at Bergen Community College and Fulbright Specialist in Higher Education

EDUCATION UPDATE Assistant Editor Lucas Mautner Receives Awards from Hunter College

Lucas Mautner (Hunter College '17) has received four awards from the Department of English. He has won the Memoir Prize for his personal essay, *There Were Giants*, which follows his and his uncle's very different upbringings in Boca Raton and Birmingham, respectively. He received the Nancy Dean Medieval Essay Prize for "Pater Paenitentialis: Performance, Priesthood, and Perversion in Praxis in 'The Pardoner's Tale,'" a scholarly essay that explores the gender ambiguity of Chaucer's Pardoner and the ways in which those ambiguities affect the other pil-

grims. His scholarly essay, "Think of the Children': Reproductive Futurity in *The Turn of the Screw*," which looks at Henry James' famous ghosts as agents of queer change, won the Richter Award. "Potted Meat, Potted Desire: Explicit Implications and the Queer Practicing of Advertising in *Ulysses*," a scholarly essay that charts the simultaneous rise of advertising and sexual identity and shows its implications in Joyce's text, won the Camilla Schwiager Award.

Lucas is Assistant Editor for Education Update and an M.F.A. student in Creative Writing at The New School. #



Dr. John Russell, Head of Windward School Presents Lecture by Dr. Guinevere Eden

Decoding the Reading Brain: Lessons from Brain Imaging



Dr. Guinevere Eden



Dr. John Russell

By RICH MONETTI

Recently, The Windward School in White Plains held the annual Robert J. Schwartz Memorial Lecture; Dr. Guinevere Eden filled the bill in presenting, Decoding the Reading Brain: Lessons from Brain Imaging. “Dr. Eden is the Director of the Center for the Study of Learning at Georgetown.” Dr. John Russell opened the evening and provided introduction for the brain imaging work that the Oxford educated fellow pursued through the National Science Foundation and the National Institute of Health.

The discussion and lecture series dovetails with Windward’s primary purpose in serving children with reading issues. “All the things

we do are influenced and done on the basis of scientific research,” said Dr. Russell who is the Head of Windward.

At the same time, Windward has an eye to the greater good. “We’re committed to share knowledge with the educational community,” said Dr. Russell. “That’s why our teacher training institute exists.”

And Dr. Eden could attest to the school’s impact making the rounds. “When I was on Capitol Hill, Windward was mentioned often,” said Dr. Eden.

The long road of human evolution, on the other hand, didn’t have a say when reading and written language emerged in the not so distance

continued on page 27

Dear Hollis

By HOLLIS DANNAHAM

Parents, teachers, and administrators can get special education and intervention questions answered by an expert in our new “advice” column. Please send your questions to hdannaham@gmail.com.



A NEW ADVICE COLUMN

<https://www.respondedclassroom.org/what-is-morning-meeting/>, and Skill Streaming, <http://www.skillstreaming.com/>.

In Service,
Hollis

Dear Hollis,

My son is in fifth grade and he still does not know his multiplication facts. It is severely affecting his ability to be successful in his math class. What can I do?

Miserable Math Mom

Dear MMM,

The approach to this problem is two fold. First, speak to his teacher about allowing him to use a calculator during problem solving to bypass this weakness and demonstrate his understanding of the math concepts. Second, provide him with multiple daily opportunities to practice his multiplication facts. Use flash cards putting the problem on one side and the answer on the other. Put these cards on a ring and have them in the car or backpack so they can be used while traveling, waiting on line, etc. Use technology. There are numerous free games that help students master math facts. Make sure that the game has your son generate the answers not just select from a choice of answers. Make up tricks and chants for math facts to help them stick in memory. For example $7 \times 8 = 56$ is remembered by 5, 6, 7, 8. There is also a trick

Dear Socially Struggling,

This is a common complaint in many schools that I work with. With the current curriculum demands it is a challenge to find the time to address these non-academic issues. However, these social and behavioral issues often get in the way of learning time. Therefore, I suggest a “magic circle” or “morning meeting”. This is a scheduled time that the class meets daily (or at least twice a week) to take part in structured social activities, explicit instruction in social skills, role plays, etc. Here are three resources to help you facilitate this type of group in your classroom. Magic Circle, <http://www.transformboundaries.com/pdf/the-magic-circle.pdf>, Morning Meeting,

SOUNDS IN MOTION: AUDITORY PERCEPTION, PHONEMIC AWARENESS, AND EARLY LITERACY THROUGH MOVEMENT

By FRANCES SANTORE, M.A., CCC-SLP

SOUNDS IN MOTION (SIM) is a unique and engaging early literacy program that helps students from pre-K through first grade acquire phonemic awareness, auditory perception, vocabulary, and articulation skills through the teaching of developmental listening skills, and the pairing of kinesthetic gross motor movements with phonemes.

The program is beneficial to children in both regular and special education classes, those who are English Language Learners, and older students who are having difficulty learning to read. It also helps students who qualify for Title I funding achieve kindergarten and first grade literacy benchmarks.

Frances Santore, a speech-language pathologist, began creating SIM in the mid-1990s as a classroom articulation stimulation program. Over a 15-year period, with requests and suggestions from the classroom teachers, it also evolved into an effective early literacy tool.

Two fundamental strengths of SIM are its emphasis on teaching developmental listening skills, and its use of linguistically based body movements for perception and production of phonemes. Santore adapted these movements from the Verbotonal System, an evidenced-based aural habilitation method created by the Croatian linguist and speech scientist, Petar Guberina. A contemporary of Piaget, Guberina wanted to use play and movement to improve oral speech production in deaf children. Working with kinesthesiologists he created linguistically-based body movements emphasizing the tension, duration, pitch, intensity, and placement of the articulators in space for each phoneme. He believed by providing visual, kinesthetic and proprioceptive speech clues, he could augment acoustic information about sound quality being transmitted to the brain. Thus as a child vocalized and engaged in playful body movements, the spontaneous correct articulation of phonemes would occur more naturally. For children with normal hearing the methodology reinforced acoustic information, aiding development of correct articulation,

using fingers for the nine’s tables, <https://www.youtube.com/watch?v=xBTGKiVgWcA>. You can help motivate him and track his progress using a minute math sheet. He can graph how many correct problems he completed in a minute.

Good Luck,
Hollis

Dear Hollis,

My fifth grade son is reading almost two years behind his peers. He understands book discussions but while he is reading he often skips over words or mumbles through them. What can I do to help him catch up to his peers?



auditory perception, and auditory memory for the phonemes.

Since SIM is supplemental and interventional it can be used with most reading programs. Lessons are taught by the classroom teacher alone or collaboratively with the speech-language pathologist or reading/learning specialist in fifteen weekly sessions, each lasting 30 to 40 minutes. Each session includes: 1) a review of body movements for previously taught phonemes; 2) introduction of movements for one or two new phonemes; 3) practice in blending new phonemes with those previously learned to create syllables and words; 4) a specific listening activity such as following directions, auditory memory, or auditory discrimination; and 5) a language and articulation activity in the form of a Rebus story or rhyme. Children’s literacy skills are evaluated prior to, during, and after the completion of the program. As a literacy tool, SIM helps children hear phonemes accurately, and make letter/sound associations more easily. By moving from one phoneme to the next using body movements in syllables and words, it also makes apparent the correct sequence of sounds for segmenting and blending, thus providing a direct point of contact between oral and written language.

Currently, SIM is being used by clinicians and teachers in more than 30 states. Beginning in 2015 SOUNDS IN MOTION was selected to be part of the NYC Department of Education’s Early Literacy initiative.

(More information on the program can be found at: www.soundsinmotioprogram.com.) #

Mumbling in Massachusetts

Dear Mumbling,

Many times children who struggle with decoding (sounding out of words) memorize whole words so they can keep up in the younger grades. However, when they get into upper elementary school and are faced with multisyllabic unknown words they get stuck because they never mastered the “code” of reading. The “code” consists of two parts, phonemic awareness (processing the sounds of language orally) and phonics (matching sound to symbol). To determine if this is the case, search on the internet for “nonsense word test.” Have your son

continued on page 29



Leon & Toby Cooperman Library Formally Opens at Hunter College



President Raab with Toby and Leon Cooperman

By JACOB SONENSHINE

For quite some time, Hunter College students needing to find a place to study at Hunter would scour all three buildings on campus for a place to sit, searching for a place with a table with space for their books. Often times, they would find a table, only to find that there was not an outlet accessible to charge their computers. Now, students do not have to worry anymore.

Thanks to Hunter President Jennifer Raab's leadership on the agenda to create a new section of the library, Hunter College raised \$25 million from Leon Cooperman, Founder, Chairman, and CEO of the hedge fund Omega Advisors. Cooperman and his wife, Toby, spoke at the college's ribbon cutting event. The new wing of the library is called The Leon and Toby Cooperman Library.

The new wing is on the seventh floor of the Hunter East building, and it features a vast space with brand new tables, electrical outlets, and a spacious downstairs section with couches and booths for students who want a little bit more confinement while they study. There are three tutoring centers, one called the Dolciani Mathematics Center, another called the Rockowitz Writing Center, and the other called the Skirball Science Center. Just in front of the new wing is a set of new offices for the relatively new Pre-Business Society.

Cooperman was initially planning on donating \$15 million, but instead the Hunter College alumnus decided to donate \$10 million extra, to which President Raab remarked, "this doesn't happen." In her speech during the ribbon cutting event, she quoted Winston Churchill, saying "we make a living by what we get, but we make a life by what we give," and in an effort to express her gratitude towards Mr.

Cooperman, she added, "Winston Churchill was talking about the Coopermans." The additional \$10 million in the donation will be allocated to student scholarships.

While speaking, the emotion-filled Cooperman mentioned that he met his wife, Toby, in a French class at Hunter College, back when it was located in the Bronx (that campus is now Lehman College). Cooperman, who had grown up in the Bronx as the son of a plumber, and attended Hunter College for \$24 a semester, spoke about what it meant to him to make this donation. After asserting his belief in the American dream and expressing his deep sense of fulfillment over giving back to his community, he quoted Andrew Carnegie, saying that "he who dies rich is a disgrace." He added that he felt "honored to be associated with the school."

Cooperman said that he wanted to give students a chance to achieve their dreams, saying that he felt a "moral imperative to give others the opportunity to pursue the American dream, by sharing our financial success."

President Raab mentioned that Cooperman was able to rise to success "through grit and intelligence," which makes for a fitting donor to a school that is home to students from "modest backgrounds," as President Raab also noted.

The new wing of the library has already been of huge importance to students. Elliot David, a double major in Economics and Political Science, said that "the library has been huge," and that its "resources have been incredibly helpful."

President Raab mentioned that the new high-tech section of the library "is not your mothers library," adding that it is "the heart, the soul, the center of student learning." #

Mercy College Ribbon Cutting for New Health Professions Clinical Simulation & Learning Labs

When it comes to training the best future health care professionals who are prepared to handle anything they might face in their profession, Mercy College now has an invaluable tool – the new Health Professions Clinical Simulation and Learning Labs. The 12,000 square-foot space consists of several specialized labs designed to simulate different disciplines within a health care facility. The Labs also include control rooms, debriefing space and several large classrooms.

The Health Professions Clinical Simulation and Learning Labs were made possible, in part, thanks to a \$250,000 donation by the Friends of Nursing Fund. The Fund was established by an anonymous donor to help provide state-of-the-art equipment in the clinical simulation labs

that mimics a hospital environment. This lab will be primarily used by the nursing program.

The Labs are divided into four different areas, each focused on a specific area of health care and treatment:

Clinical Skills and Simulation Lab, Movement Lab, Health Assessment Lab, Home Health Lab.

All the Labs will provide opportunities to bring together students from various health professions for interdisciplinary hands-on learning experiences in settings that reflect in-patient, clinic and home settings. The students can work as a team while practicing patient assessment, critical thinking, communication and interventions based on specific patient scenarios. #

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From STEM to ISTEAM: Israel Sci-Tech Schools Network



By CILLA CHORESH, Ph.D.

A unique curriculum and educational that encourages multi-disciplinary learning coupled with innovation has been created. Israel Sci-Tech Schools Network has developed a new model for Project Based Learning (PBL) enriched by the use of Information and Communications Technology (ICT). This model is entitled I-STEAM – Innovation, Science, Technology, Engineering, Arts, and Mathematics. The novelty of this program is adding the I (Innovation) to the STEAM; this is the element that has earned Israel its nickname of “start-up nation”. The ISTEAM curriculum emphasizes the development of emotional involvement and the encouragement of motivation among students. In addition to the skills of project management and construction of knowledge through independent learning, students experience active collaborative work. The students structure ongoing exploration processes, whereby they deal with current challenges in science, engineering, technology, arts, and combinations thereof. The pilot program, initiated in September 2015 and was conducted until spring 2016, was embedded in 6 schools with over 600 Jewish and Arab students in Grades 9 through 11. The current program, initiated in September 2016, is embedded in 8 schools, over 1200 students in Grades 7 through 11.

The roadmap for implementing these ideas is via Project Based Learning (PBL) techniques. Through the use of Information and Communications Technologies (ICT) and collaborative learning we can improve the readiness of our young people in terms of the social and work skills they will need in their future real-world careers. In the ISTEAM approach, ICT serves as a platform for collaborative communication and production applications. A 6:30 minute video gives an idea of the wide scope of

the program in Israel.

Two key facets make this program unique. The first one is upscaling: this is not a local episode in a particular class, but is being applied in a wide array of classes in various schools all over Israel. Secondly, it functions in a specific framework: not within a particular existing discipline, but as a special discipline of its own. These two facets have earned the program the ETF Good Practice Award in the area of youth entrepreneurship training (ETF, 2016, [8]).

Alongside the many advantages of the ISTEAM program, its expansion into the entire education system requires careful consideration. This should take place alongside continuing development of updated teaching materials and teacher training processes that will enhance the promotion and implementation of the multidisciplinary approach in the future. As the addition of the Arts to the STEM did in the past, we hope that the addition of Innovation to the STEAM approach will take matters one step further.

Nobel Laureate, Professor Dan Shechtman, a member of the ISTEAM program steering committee, has succinctly expressed our aims as follows: “Hi-tech, creativity and entrepreneurship go hand in hand. The idea is to teach every child in Israel entrepreneurship like you teach mathematics, physics, chemistry, and English.” #

References: ETF - European Training Foundation:

http://www.etf.europa.eu/web.nsf/pages/ETF_Enterprise_Training_Awards___EN

Cilla Choresch, Ph.D. is the Head of the Physics Department at the Goralnik Institute for the Improvement of Teaching and Learning at the R & D and Training center at Israel Sci-Tech Schools Network. Contact Prof. Choresch at cillac@mapa.ort.org.il

EDUCATION INEQUITY IN CHINA EXPLORED AT ACADEMIC FESTIVAL, TEACHERS COLLEGE

By LYDIA LIEBMAN

Recently, Teachers College held its Academic Festival. Now celebrating its ninth year, the Academic Festival at Teachers College, Columbia University, brings together faculty, alumni, students, friends and newly admitted students and their families for a day full of learning, reconnecting and “celebrating all that is Teachers College”. This year’s theme, “Making a World of Difference” included several enlightening talks and lectures that centered around themes of maintaining and strengthening a multicultural, inclusive and diverse society.

Along the lines of multicultural inclusion, China was front and center with a dynamic panel discussion about education inequality. The panel discussion, titled “Scaling the Wall of Education Inequality: Cases from China” included four distinguished speakers including Henan Cheng, Associate Director, Center

on Chinese Education at Columbia University and Adjunct Professor at Teachers College; Ji Liu, TC Doctoral Candidate; Vivian (Chen) Zhao, TC Master’s Candidate, President, Future China Initiative; and Shenzhan Liao, Director of Education and Dean of Confucius Institute at the China Institute.

In the enlightening discussion, the panelists discussed the issues related to education equity in China from different though related angles. With presentations of case studies and field experience in China, the panelists explored the concerns of equity issues in China’s current international education programs, a thriving field with rapid changes, as well as explained how social and economic factors influenced occupational choice and teacher labor quality. While examining different perspectives, the panelists focused on the main issue at hand: how to make high quality education accessible to all students. #

First Lady of NYC Chirlane McCray Speaks on Mental Health at Roosevelt House

By LYDIA LIEBMAN

Recently, First Lady of New York City Chirlane McCray spoke at the Roosevelt House Public Policy Institute at Hunter College as part of the 2017 Phyllis L. Kossoff Lecture series. The event served as a platform for First Lady McCray to speak about her successful ThriveNYC program, which is considered the most comprehensive mental health plan of any city or state in the United States.

A life long activist and warrior for social justice, Chirlane McCray has always been passionate about mental health and about changing the stigma attached to it. Since becoming First Lady of New York City, she has used her position to bring widespread attention to often overlooked but prevalent problem. “I knew that I had to make the most this opportunity,” McCray said in her opening remarks.

Presently, 20% of New Yorkers suffer from a diagnosable mental condition. In order to curb that number, McCray’s ThriveNYC has instituted a six-point Roadmap to Mental Health based on the following principles: change the culture, act early, close treatment gaps, partner with communities, use better data, and strengthen government’s ability to lead. Though the program has only been in existence since 2015, already it is making a huge impact. As of now, 80% of new mothers have been screened for depression, every school has mental health support, 250,000 NYC residents have been trained in mental health CPR and perhaps most



(L-R) NYC First Lady, Mental Health Advocate, and Hunter Alumna Chirlane McCray with Philanthropist and Cystic Fibrosis Foundation Founder Phyllis Kossoff

importantly, NYCWell has been created, which is a crisis line and central access point to counselors. The crisis line, which can be reached by calling 1-888-NYC-WELL, is available in over 200 languages and accessible 24/7. McCray is proud of her initiative and looks forward to seeing the program expand beyond New York City. “There is no health without mental health,” she said.

The Phyllis L. Kossoff Lecture is an annual forum that brings leading figures in public life to the Roosevelt House for conversation and reflection on pressing issues of citywide, national and international concern. #

Three Innovators in Education Named Winners of The Harold W. McGraw, Jr. Prize in Education



Chris Anderson



Dr. Christine Cunningham

The winners of the 2017 Harold W. McGraw, Jr. Prize in Education, one of the most prestigious awards in the field, were honored at the ASU+GSV Summit in Salt Lake City on May 9th. The McGraw Prize, founded in 1988, recognizes outstanding individuals who have dedicated themselves to improving education through new approaches. It is administered through an alliance between McGraw-Hill Education and Arizona State University, which began in 2015. The winners were recognized in three categories – U.S. K-12 Education, U.S. Higher Education and International Education – and will each receive an award of \$50,000 and an iconic McGraw Prize bronze sculpture.

The 2017 McGraw Prize winners are:

Dr. Christine Cunningham, Founder and Director of Engineering is Elementary (EiE) at the Museum of Science in Boston is receiving the U.S. K-12 Education prize for pioneering a curriculum that is transforming education by introducing engineering concepts and practices at the elementary level.

Dr. Sandy Shugart, President of Valencia College, is receiving the U.S. Higher Education prize for demonstrating a stellar model of community college change that is increasing graduation rates and helping large numbers of Hispanic students succeed.

Chris Anderson, Curator of TED, the non-profit that produces TED Talks, is receiving the International Education award for providing



Dr. Sandy Shugart

a platform that brings ideas and inspiration to millions of learners around the world and to teachers and students in classrooms.

Winners of the McGraw Prize were chosen from among the hundreds of nominations accepted from the public through the McGraw Prize website: www.McGrawPrize.com. Finalists and winners were chosen by a distinguished group of jurors.#

SPORTS

Concussion Awareness: HS Soccer



By MIKE COHEN

Sanjay Sujanthakumar, was playing in a varsity state tournament soccer game for Westfield High School in New Jersey in 2012, during his junior year. He had just returned from a concussion sustained a few weeks earlier in another game. During that tournament game, after some routine headers and a series of rough plays, Sanjay just didn't feel like himself and started to develop a steady headache after the contest. Now almost five years later, Sanjay still has Post Concussion Syndrome- but is finally able to return to the academic promise that he showed in his youth. After having spent an extra year in high school and two years in New Jersey's Union County College, Sanjay in the fall will be heading to the University of Southern California. It's been a long road of rehabilitation and recovery.

"I could not have imagined how life changing a concussion can be, said Sanjay. "In terms of physical and cognitive activity I have been limited in what I can do. There is no preventing concussions from happening but we have to make sure that when they do, that they are managed the right way."

The management of concussions and the awareness of what to do when an athlete does sustain a blow to the head has dramatically changed in just the last decade. A short time ago, players were returning to the field on the same day when they were claiming to be symptom free. Now that is no longer the case. There are laws in every state, plus Washington D.C that mandates concussion management at the scholastic level.

Why should concussions be taken so seriously? "Concussion is an injury to the brain," said Dr. Joseph Rempson, medical director at the Center for Concussion Care and Physical Rehabilitation at Overlook Hospital in Summit, New Jersey. "That's the most important thing

to remember. A lot of times family members, community members hear the word concussion and they think it can be a relatively benign thing. It's only a concussion. People must remember that it's an injury to the brain. No different than a stroke or Parkinson's Disease."

In most cases the student athlete is able to recover and return to playing. But there is a small segment, according to Dr. Rempson that can have significant memory and concentration issues. This can affect them socially, academically and in sports, as it did with Sanjay. That is why getting proper treatment in a timely manner is vital for the best chances towards full recovery from a concussion. In New Jersey, the student athlete is sent to Overlook's Concussion Center after being assessed by a certified trainer employed by the particular school. The trainer does not diagnosis a concussion.

The role at Overlook is to make sure that the athlete's major or most common symptoms of headache or head pressure are no longer present. "In terms of cognitive or physical rest, you are resting for those two particular issues," said Dr. Rempson. Once all the issues have gone away completely then the student athlete is able to rejoin the team after 7 days that they are symptom free. Once back with the team, they now enter a 5 Day Exertion Return to Play Protocol monitored their school's athletic training staff.

For more information regarding concussions please contact Center for Concussion Care and Physical Rehabilitation at Overlook Medical Center in Summit, New Jersey. 908-598-6146.#

In addition to being the sports editor of *Education Update*, Mike Cohen is the founder/director of *Throwback Sports* (a sports program for children of all abilities) and a frequent contributor to *Tapinto Westfield (NJ)*. He can be reached at throwbacksports@verizon.net



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LETTERS TO THE EDITOR

NEW YORK, NEW YORK

To the Editor:

Sophie and I applaud you for your great efforts to expand the horizons of the discipline of education through Education Update and, now, to extend your reach to a most important level, namely students who can be inspired to follow in the footsteps of the great educators of our time.

*John Bilezekian, M.D., Prof. of Medicine,
NY-Presbyterian Hospital
& Sophie Bilezekian, M.D.*

NEW YORK, NEW YORK

*Why are Girls with ADHD Overlooked,
Underdiagnosed, and Underserved?*

To the Editor:

This article is very informative in allowing me

to give parents an additional resource in helping their children that have ADHD.

Julianne DiFrisco

LOS ANGELES, CALIFORNIA

*Don't Blame Teachers for Shortcomings of
Teacher Prep Programs*

To the Editor:

Your article clearly outlines the need for more effective teacher training especially in California. As an Orton-Gillingham trained teacher who receives annual instruction in Colorado, I have been involved in the complicated process of receiving appropriate multisensory instruction to teach dyslexic students which I have not found in California.

Patty Marks, MA

EDUCATION UPDATE

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Dr. John Russell

continued from page 23

past. "There's nothing designed in our brain to read," said Dr. Eden.

Instead, established areas of the brain mix and match to achieve what nature never intended.

One key component is face processing, which allows us to recognize people we've seen before. "The same part of the brain lights up as readers begin recognizing words by sight," instructed Dr. Eden.

Difference in culture and language actually helps verify the data. In comparing English and Italian readers, one has a definite advantage in what's known as Pre-Alphabetic Visual skills. "Since English letters don't always correspond to sound, readers develop a stronger object recognition because that part of the brain is more frequently engaged," said Dr. Eden.

The Chinese have a leg up over us because their alphabet is more picture based, but such a sophisticated process that emerges without an evolutionary basis comes with a tradeoff. "The brain diverges other resources to do something it's not designed to do," said Dr. Eden.

They've found evidence supporting the theory in illiterate adults. "They have much stronger face processing skills," she said.

If those adults then learn to read, tradeoff occurs as face processing is "invaded by words." But developed reading means building Phonological Awareness first. This is the ability

to focus on and manipulate individual sounds, and a child sitting in the MRI machine reading off letters amounts to the easy to do test. "We bridge the imaging data with the behavioral reading data and are able to build a brain/behavioral relationship," said Dr. Eden.

Intervention hopefully improving this strong indicator of future reading ability, Full Alphabetic Decoding requires that the reader can master sound-symbol relationships. Early in the stage, readers will decode a letter at a time but eventually use beginning and ending letters as cues.

Phonic deletion tests the aptitude. A word like rat is presented, and deletion tests how they respond to the removal of the first letter. "In dyslexics, we don't see activation in the back of the brain - even though they can complete the task," revealed Dr. Eden.

Otherwise, this stage leads to more sight recognition of words, and eventually readers progress to Consolidated Alphabetic stage, where they recognize common patterns of letters and sounds as units.

But the deficient areas found in brain do not speak directly to the cause. "Learning to read changes the brain," said Eden, and since poor learners are struggling to read, their brains are not making the same gains, she added.

The good news is that successful intervention can put them back on par. "MRI data shows a definite increase in grey matter and the gains are maintained," Dr. Eden said. #

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Dear Hollis*continued from page 23*

read through these nonsense words as if they were real words. You will then see if there are holes in his phonics knowledge and specifically where those holes are. If this proves to be his struggle, then you can bring this information to his school to see if they have a reading teacher who can provide him with an Orton-Gillingham based intervention group. If not, you can find a tutor who is trained in this method. If his decoding proves to be fine, then I would recommend finding a reading specialist who can assess him properly to discover the underlying cause of his reading difficulty.

Keep me posted,
Hollis

Dear Hollis,

I am a principal in a K-8 school and I notice that my students are not writing in a clear and

cohesive manner. We use the writing workshop model for our writing instruction. Can you suggest something that we could add to our writing curriculum to improve students' writing achievement across the grades.

Underachieving in Brooklyn

Dear Underachieving,

This is a common issue in many of the schools I consult with. Writing is a very complex task that requires the orchestration of many skills. In addition, many teachers are not trained in how to teach writing effectively. There is a great research based program that you can integrate into your workshop model and provides many free resources online. Go to www.thinksrds.com to get more information. I have seen significant results using this program. Please note that I am not connected to SRS in any way.

In Service,
Hollis #

The Mask of Sanity*continued from page 21*

detection. The key will be to surround his target murder with other murders of randomly chosen victims and thereby create for the police and the press a serial murderer, "The Emerald Choker," who leaves a signature satin green ribbon at each crime scene.

As Balint begins his killing, however, he emerges increasingly as heroic. He wins the love of the most beautiful woman he's ever seen, Delilah, the young daughter of a poor immigrant worker who needs a heart transplant. A rabbi intent on opening clinics to help troubled youth gets Balint to head and promote one, and Balint increasingly impresses his colleagues and superiors with his dedication. "The Conscience of the Medicine Department," he is rewarded with a coveted honor in Ethics. What's more, his parents, whom he cares about deeply, look forward to his visits, though they express unease at news of the murdering maniac at large.

In an Author's Foreword, Dr. Appel notes that "sociopath" and "psychopath" are "largely interchangeable terms, both describing "self-interested and calculating creatures who recognize the difference [between right and wrong] but simply do not care." His narrative, he says, was his "effort to capture as authentically as possible the mind-set of one such miscreant." The public tends to believe that such amoral "villains" come from the lower economic rungs in society, but recent amoral behavior by those high up in the financial world show otherwise, Dr. Appel says. Does 34-year old Jeremy Balint, however, really fit the psychopathic bill, especially considering that his transformation from "conscientious physician to calculating assassin" happens in only the space of a few months, and that the reader is given no previous history? Will the fact that Balint achieves great professional success and acquires a lovely new wife deter him from what the book's opening lines declare: "Killing . . . was the easy part. Not killing required discipline and restraint"? And will he get away with it? There's the book's shocker last line, even if it begs the question. Regardless, this is indeed a clever tale. In an interview Dr. Appel gave to Education Update in 2012, he noted that bioethicists tend not to

Six Original Stories*continued from page 20*

who instinctively want to explore their natural habitats. Her beautifully painted, subtly earth-toned watercolors show each of the six animals in this book seemingly smiling, mischievously playful and loved and protected. Only in the last story when it's finally time for baby to play, as opposed to learning how to hunt for food, does baby fall immediately to sleep. The stories are all about love and protection. Though baby panda, on a rip to find bamboo shoots, finds himself trapped at one point in a vine and roars for help, he is quickly rescued. Mama is never far behind. All the stories end with baby curled up in Mama's arms.

Of course, no good children's book is free of instruction, albeit sly, and Ms. Winnick provides with simple words, usually of no more than two syllables, and repetition and rhyme. Baby tigers sniff, twitch and swish about. Baby elephants also sniff but whiff as well, sound-out words that get repeated on the page and later on in the story. All the babies, though, seem to dash, splash, munch and crunch. For sure, there's a lot of eating going on, but that's what babies do, not to mention grown ups. Ms. Winnick and Ms. Watkins appear to appreciate the fact that before the A B Cs became the basics, there was food. #

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be remembered. "Their role is to do good in the world but not leave an imprint." In The Mask of Sanity, it would appear that Dr. Appel has cleverly substituted "evil" for "good" and created an absorbing page turner. #



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Linda R. Macaulay*continued from page 17*

She is involved in numerous international organizations dedicated to protecting flora and fauna, and she is a life member of Bird Conservation Nepal. She is also Patron and Trustee of Himalayan Nature, an international research and conservation institute that undertakes scientific research on diverse aspects of Himalayan flora and fauna and its environment. She is a member of the Association of Field Ornithologists, the American Birding Association, the British Ornithologist Union, and a founding member of the African Bird Club.

Linda is the Managing Partner of Blue Crane Partners, an investment partnership.

Ms. Macaulay holds a BA in Biology from Beaver College. She is married to William E. Macaulay, Chairman of First Reserve Corporation. They have two children: Elizabeth and Anne. #

Cheryl Wills*continued from page 16*

Freedomland with Samuel Jackson, The Brave One with Jodie Foster and numerous other stage and film productions.

Cheryl Wills was the first journalist invited to speak before the General Assembly of The United Nations in March of 2011, about the impact of slavery on her family during the UN's International Remembrance of Victims of the Transatlantic Slave Trade.

Cheryl takes great pride in being the Founder and Commander of The New York State Chapter of the Sons & Daughters of the United States Colored Troops, a national organization based in Washington D.C. She enjoys teaching students about the contributions of the 200,000 black soldiers who fought valiantly during The Civil War.

Cheryl Wills is a graduate of the Newhouse School of Public Communications at Syracuse University, with a major in Broadcast Journalism. She received an Honorary Doctorate from New York College of Health Professions in May of 2005. #

William Freedman*continued from page 20*

Beatrice Tinsley was an incredibly influential cosmologist who helped shape the way we view galaxies. She developed methods of finding the distance from Earth to various galaxies. She studied stars and developed ideas about the scope of the Universe. Her ideas and research paved the way for many theories, most notably the Big Bang Theory.

Two people who were included in the book whose inclusion I do not understand are Stanislav Petrov and Henrietta Lacks. Petrov was a colonel in the USSR, tasked with overseeing the nuclear warheads. He heard a nuclear alarm, intended to warn of a nuclear attack against the USSR by the USA, and while the appropriate response would have been for him to order a nuclear counterattack, he judged the alarm to be inadvertent, and did not order a

David Levin*continued from page 17*

University and a M.B.A. from Stanford University. He is a frequent speaker on educational issues and the transition from analog to digital. #

President Rodríguez*continued from page 17*

A member of the Council on Foreign Relations, Matos Rodríguez is also an Aspen Institute Ascend Fellow. He serves on the boards of the Hispanic Association of Colleges and Universities (HACU), Phipps Houses, the United Way of New York City, the TIAA Hispanic Advisory Council, and the Research Alliance for New York City Schools.

Matos Rodríguez has an extensive publication record in the fields of Women's, Puerto Rican, Caribbean, and Latino Studies and Migration. He is the author of *Women and Urban Life in Nineteenth-Century San Juan, Puerto Rico, 1820-1862* (University Presses of Florida, 1999; Marcus Weiner, 2001); co-author of "Pioneros": *Puerto Ricans in New York City, 1896-1948* (Arcadia, 2001); editor of *A Nation of Women: An Early Feminist Speaks Out / Mi opinión sobre las libertades, derechos y deberes de la mujer* by Luisa Capetillo (Arte Público Press, 2005); co-editor of *Puerto Rican Women's History: New Perspectives* (M.E. Sharpe, 1998); co-editor of *Blackwell Reader on the Americas* (Blackwell, 2003); and co-editor of *Boricuas in Gotham: Puerto Ricans in the Making of Modern New York City* (Marcus Weiner, 2004).

The recipient of the Albert J. Beveridge Award of the American Historical Association, Matos Rodríguez has had his work appear in such peer-reviewed journals as the *Journal of Urban History*, the *Public Historian*, *Latin American Research Review*, *Centro Journal*, *Revista de Ciencias Sociales*, in addition to having chapters in several anthologies. He was the founding editor of the series *New Directions in Puerto Rican Studies* for the University Press of Florida.

Matos Rodríguez's expert commentary has appeared in many periodicals, including the *New York Times*, the *Boston Globe*, the *Chronicle of Higher Education*, the *Hartford Courant*, the *Chicago Tribune*, the *Miami Herald*, the *Congressional Quarterly*, the *Daily News*, *Newsday*, the *Atlanta Journal-Constitution*, *El Diario/La Prensa*, *Hoy*, the *Orlando Sentinel*, *El Nuevo Día*, *El Vocero*, and the *Hispanic Outlook of Higher Education*. #

counterattack, and therefore prevented a nuclear war. My problem with this is that he didn't do anything at all. He knew there was no attack and he acted accordingly. He did nothing intentional to preserve peace, he only decided that an alarm was fake.

Lacks was diagnosed with cancer and had some of her cells removed without consent. These cells proved to be instrumental in cancer research. #

William Freedman will be an entering freshman at the Bronx HS of Science.

Lori Custodero*continued from page 19*

the music stimuli and it's very easy to get it wired in the brain. One of the benefits I have studied is the enhanced relationship building between caregiver and child. It empowers the parents because they have something to give. Encouraging parents to make music with their children improves their confidence and relationships. We sing to children when they're babies but when they're two or three years old we respond to them because they look and move like us. This builds a shared experience that can be built upon. They start making up songs. This is a tremendous social and emotional experience for them. Music seems to bring joy and wires that kind of experience in life with us- we learn how to be social and trusting.

EU: What are the origins of and your connection to the WeBop program, presently at Jazz at Lincoln Center?

LC: The WeBop program is a joint venture between Jazz at Lincoln Center and myself. After working with various people there we decided that our collaboration would be worthy. My idea is that swing and improvisation are core to the development of human beings. It's everybody's music- it's not just music for kids or music for adults- everybody responds to it in a very meaningful way. The jazz mentality about honoring creativity and the joys of playing together are important. One of my favorite things that we do at our ensemble is that we play "Fever" by Peggy Lee. The parents sing, the children and play and for that hour that they're playing together time stands still.

EU: What are some of the changes you've seen in participants of the WeBop program?

LC: We see them get comfortable and become more fluid with their playing. They develop a confidence in themselves. The things they pick up on are so charming and amazing to us as adults. There was even one class when the children we listening to different jazz greats and they were able to identify the musicians! One child could hear Thelonious Monk and know it's him while another could identify a twelve bar blues!

EU: What other programs do you collaborate with?

LC: I have another program called Music Explorers that takes place at Teachers College. In this program children are also improvising as well as composing, singing and playing tunes. It's held twice a year in ten week sessions. The students specialize in piano or drums and ukulele or violin. Violin is the most popular! The program is specifically for parents and their children.

EU: What advice would you give to parents?

LC: Sing, sing, sing! Share your music and listen to the music of your children. #

Jewish Museum*continued from page 19*

works by contemporary artists, rich with archival materials and historical photographs, and a number of architectural models of the Parisian arcades that inspired him. Both exhibits end August 6. #

Ocean Frontiers III*continued from page 19*

of maps, revealing over 3,000 ocean resources; marine life distributions, fishing grounds, shipping lanes, proposed sites for renewable energy, and recreational uses. All of this in a one-stop shop website!

Following the film, Jon Dohlin, Director of the NY Aquarium, moderated a panel discussion with representatives from the NY DEC, Mid-Atlantic Fisheries Council, Deepwater Wind, Scorpio Group (innovative ship building) and North American Marine Environmental Protection Assoc. (NAMEPA), and the Natural Resource Defense Council (NRDC)

New York City is a city of islands, with over 770 miles of diversified coastlines ranging from the Atlantic Ocean, to the city's multitude of rivers, canals, estuaries and marshes. In our tri-metropolitan area, with over 20 million people, we have a biological bonanza in our aquatic backyard; 300 species of marine fishes; four of the world's seven sea turtles (Green, Leatherback, Logger and Kemp's Ridley) as seasonal visitors, 26 species of shark, and endangered cetaceans such as Humpbacks, Fins, and Right whales migrating just off of our coastlines in the lower NY Bight, off the Rockaways, Long Island, and New Jersey.

Marine conservation and education are a vital part of our existence, and ought to also be a vital part of our curriculum. Get Marinated! For teachers, students, scientists, citizen scientists, industry, everybody—go explore and visit: <http://portal.midatlanticocean.org/>

Teachers: For a free DVD of this inspiring educational film, Ocean Frontiers III, please contact: <http://ocean-frontiers.org/host-a-screening.#>

Haley Hershenson*continued from page 20*

of people struggled to name these women on the spot without using a family member. Which is why I was glad to see a book that could easily appeal to my generation, with its bold color scheme and strong diverse depictions of women, because too often inspiring women aren't recognized. Right now it is imperative that these women be recognized so the next generation can see women challenging societal gender norms, and reach their potential to demonstrate the same level of fearlessness that creates positive change. #

Churchill, Roosevelt & Co.*continued from page 21*

bear on the statesmen, politicians and military leaders who dominated the trans-Atlantic alliance from roughly 1939 to 1945. Readers are given vivid, penetrating—and occasionally less than flattering—portraits of such luminaries as the ambitious Averell Harriman (1891-1986), eccentric Lord Beaverbrook (1879-1964) and unflappable Dwight Eisenhower (1890-1969). At a time when academic history departments remain dominated by social and cultural historians, Lehrman's emphasis on individual human character and decision-making proves refresh. #

Beacon College Collaborates with United Arab Emirates for LD Students

Continuing its dedication to support students globally with learning disabilities, Beacon College has begun the formal process of collaborating with a prominent center in the United Arab Emirates.

Recently, Beacon College President George J. Hagerty and Her Excellency Sheikhha Jameela Bint Mohammed Al-Qasimi, vice president of the Supreme Council for Family Affairs and director general of Sharjah City for Humanitarian Services, inked a historic Memorandum of Understanding (MoU).

The collaboration aims to “expand the services provided by Beacon to those with LD that reside in Sharjah, the UAE, and regionally with the support” of the Sharjah City for Humanitarian Services (SCHS), the agreement noted. Beacon College is the first college or university accredited to award bachelor’s degrees primarily to students with learning disabilities, ADHD and other learning differences. #

Right to Education

continued from page 13

that the 14th Amendment to the Constitution, which provides that “No State shall . . . deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws” implicitly grants the right to have access to an appropriate education (as opposed to a right to be educated). The crux of the litigation is that the State of Michigan is depriving the plaintiffs of their equal right to have such access. Among other cases cited as a precedent is *Brown v Board of Education* which, in discussing the importance of the opportunity of an education held that “such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.”

The State of Michigan, on the other hand, contends, among other things, that the 11th Amendment to the Constitution, which limits its litigation against a State unless the State expressly waives its immunity, bars the proceedings. More importantly, the State has taken the position that the right to obtain access to literacy is not a fundamental right granted by the U.S. Constitution, and cites a series of Supreme Court cases holding that despite the importance of education, “public education is not a right granted to individuals by the Constitution.”

Only time will tell the outcome of this matter, which has the ability to significantly reform our education systems. #

Sheila Nevins

continued from page 16

any crap, don’t marry the wrong guy, don’t sell out too much, be as honest as you can, laugh at jokes that aren’t funny, be a phony but be true to what you believe... and also be a very good actress. Go to acting school. And don’t cry at the workplace.” #

Tuition-Free Public College

continued from page 7

the many benefits of an educated workforce. Today, 84% of CUNY and SUNY students remain in New York after graduation. Estimates show that by 2024, 3.5 million jobs in New York State will require an associate’s degree or higher, which is about 400,000 more jobs than in 2014.

Hillary Clinton said, “New York State has long been a pioneer in education. Taking this next step to make college tuition-free for hardworking families is the right thing to do, and the smart thing to do. I was proud to put this plan forward during my campaign, and I’m thrilled that it’s become a reality in New York. I hope students, families, and educators across our country will continue to speak out on this issue, and call on more states to follow suit.”

Bernie Sanders, the Senator from Vermont who made tuition-free college a pillar of his primary campaign, said, “Every American, regardless of income, must have the right to a higher education. In a competitive global economy, with rapid changes in technology, we must make public colleges and universities tuition-free. I congratulate Governor Cuomo and New York State for helping to lead the nation in that direction.” #

Self-Driving Vehicles

continued from page 13

work crews? And how ought the vehicle decide between colliding with other vehicles and innocent bystanders, such as pedestrians on the sidewalk? For instance, in order to avoid an oncoming vehicle in the wrong lane, should a robotic driver be permitted to veer into a private business or home located along the side of the road? What calculus will choose between damage to property and the lives of feral animals? Between third parties responsible for their own danger—such as an aggressive driver weaving through traffic—and those following the rules of the road?

The most difficult question, of course, is how should the robotic driver balance the welfare of its own occupants versus those of other vehicles. Surely, game-theory economists can devise an algorithm to preserve the greatest number of lives in such circumstances—but individual manufacturers may be tempted to market cars that ignore this algorithm in favor of protecting their own occupants.

One might also inquire how self-driving vehicles will interact with traditional vehicles when these two cross paths on the roadways. What altruistic soul wants to be in the vehicle following an algorithm that serves the collective good when the oncoming driver is serving only his own self-interest? What we desperately need at present—before the technology hits the streets—is societal debate and consensus on these questions. And then we need lawmakers and industry to work together to ensure that, whatever ethical norms we embrace, every driver (both human and robotic) is playing by the same set of norms. Or we could ditch self-driving vehicles (and the ethical conundrums) entirely by instead making the highways move like conveyor belts. #

Suicide

continued from page 2

In the world of *13 Reasons*, suicide is an understandable option, a form of revenge on those who harm you. This is exactly the wrong message for a demoralized teenager. Teens often feel like no one cares and no one can help. This is why we must tell them the opposite: that adults *do* care, that they *can* talk to friends, that asking for help is the best thing to do.

Don’t let your kids watch *13 Reasons Why*. If they must, watch it with them and talk about their thoughts. And know how to talk to young people about asking for help and encourage them to do it. Here are some qualities to bring to that conversation:

Affection

You know you love your children, but struggling kids really need to hear it over and over.

Empathy

You might be frustrated, but telling kids to “pull it together,” isn’t as helpful as saying, “What is it that you’re concerned about, and how can I help you?”

Positivity

Make sure you spend time interacting in unambiguously positive ways. Have fun!

Connection

Get on social media and use those channels to stay on top of what your kids are doing.

Awareness

Who are your child’s “real” friends? It’s really important to be connected to the social circle.

Openness

If you think your child might be suicidal, talk with him about it. He’ll feel more understood.

Action

If you’re worried that if you don’t do something right now your child will attempt suicide, call 911 or take your child to the hospital. Don’t be ashamed, don’t second-guess yourself. #

Harold Koplewicz is a child psychiatrist and co-founder of the Child Mind Institute. He has appeared on public television often with luminaries like Emma Stone, Jay Leno and Reese Witherspoon.

Tom Wolfe

continued from page 12

of Hunter College eloquently and graciously addressed the crowd saying Hunter College was going to name the Writing Center after Frumkes who had founded the Center and done so much for the college. She also talked briefly about the extraordinary progress of Hunter College and its wonderful students, and all the Nobel laureates who were graduates. Frumkes then returned to the microphone and introduced honoree Tom Wolfe, the visionary author of “The Electric Kool-Aid Acid Test,” “The Right Stuff,” and “Bonfire of the Vanities.” Gently accepting the award and wearing his trademark white suit, Wolfe told the assemblage that today’s millennials have far more distractions with YouTube, Instagram, and Facebook, than we ever did and as a consequence read less. “It’s hard to be best in the digital world,” said Wolfe. “Who for example is the best blogger? Or best Instagrammer?” He believes the printed word will still survive

President Joseph Polisi

continued from page 5

programs especially for underrepresented and underserved youngsters – “a kind of musical head start,” the president says, not to mention the great number of free concerts a year the school puts on. Of course, “creating an appreciative environment at home would be ideal, with parents sitting with their children, say at the piano, if only for 20 minutes a day.” But faced with the fact that the ideal cannot always be realized, Juilliard initiatives have encouraged many children, ages 8-18, who have learned to love music and music study, to audition for and attend Juilliard’s pre-college Saturday program.

President Polisi also points to Juilliard’s collaborations with other institutions, including Carnegie Hall and Lincoln Center. But also Barnard and Columbia. Juilliard welcomes the universities’ students regardless of major who are “capable players.” And he encourages Juilliard students who want to pursue various intellectual activities outside music to do so uptown: approximately 10% of Juilliard students do so.

The president has also instituted connections between post-graduates and the city’s public schools, by way of encouraging Juilliard grads to teach or assist teachers. Such programs get musicians “out of the comfort zone” he says, and create professional opportunities. Not everyone studying the bassoon is going to get into a major orchestra. So, be entrepreneurial, he advises. Start your own chamber ensemble, get into tutoring, administration, put on festivals here and abroad. “Don’t give up.” And certainly, Juilliard students should take advantage of the school’s Alan D. Marks Center for Career Services and Entrepreneurship.

As if all that Juilliard offers were not already an embarrassment of riches, President Polisi points to recent initiatives – such as online courses offered through the new Open Classroom program. In music, this means anything from music theory to performing skills to grand lectures such as How to Listen to Great Music for Orchestra, with Berlin Philharmonic performers talking about the history and significance of specific works and providing analyses with illustration – all for six weeks and a concluding certificate. He also points to the 61 episodes that now constitute Juilliard’s Open Studios, a subscription-based program that showcases the school’s educational process by offering a behind-the-scenes look at classes, rehearsals, coaching sessions, productions in progress – all signaling “the school’s broader commitment to becoming a global source for arts education and appreciation.”

President Polisi may be leaving the Juilliard helm next year, but he clearly will be sailing in other waters with the Juilliard heritage as his visionary compass. As they said of vessels of old, *Ventis Secundus*. #

for a while yet, but added “When I go out to buy a paper now, I do it at night so no one will see me.” #



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4-YEAR GRADUATION RATE
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VS.

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National 10-year average for ALL students, with and without an LD (Source: NECS)

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